

Grade 2 Language Arts Long Range Plan

Ms. Dery

Spring 2022

WHEN:

TUESDAY→(8:32-9:28)

WEDNESDAY→(8:32-9:28)

Note: I will handle Agenda Check-in, Agenda Message, Attendance and Announcements on these days

RATIONALE:

With winter all around us, I want to take the opportunity to incorporate snowmen into our activities. It is an activity that almost all students look forward to in the winter, and we can use the snowman structure to help guide writing. It also provides the opportunity for me to observe the students and see where they stand in regards to their writing skills. I chose to add peer editing in because I think it is a good activity to use to establish relationships between students and also the classroom I am entering seems very comfortable with one another. I want to show the students that feedback can be positive and constructive, I plan to use it throughout the semester. The Edward the Emu literature unit provides ample activities that promote student's reading and writing skills. The unit includes a mentor text that has follow-up writing, vocab and comprehension activities. Phonics are a part of each month's plans. I hope to incorporate moments of phonics review throughout all lessons, but want to dedicate one week to phonic games/activities or assessments to ensure the student's familiarity with the various phonetic forms. Moving forward into February, I am going to take the resources about penguins and use them as an introduction for report writing. I will then have students pick something (most likely an animal) to write about. Here students will gather information about their animal or topic and compose a short report writing activity that presents their findings. In the latter half of February, we will focus on Acrostic poems, compare them to regular poetry, and experiment with different themes for acrostic poems. March will focus on opinion and narrative writing. The first half will be opinion writing, where students will have the opportunity to write, defend and share their argument. When we turn to narrative writing we will focus on sequence writing and personal narrative stories. Again, I would like to complete this section with students creating their own narrative story to share with their peers. As we move to April, I plan to work through fairytale writing as much as possible before leaving. I would like to have students work with original fairy tales, create new fairytales and fracture existing ones. We will also complete a letter writing activity to a character in a fairy tale. Lastly, we will briefly complete an easter writing activity, where students will write about how "eggcellent" they are.

STUDENT DEMOGRAPHICS:

For Language Arts, most of the students sit at a basic/proficient level

will have full time assistance from EA, unlikely to progress with outcomes provided throughout all units. also has an IPP.

is an English as a Second Language Learner, must factor this into the vocabulary/comprehension levels of understanding. (Assess every reporting period on different language skills), build vocabulary.

Issues with writing

Missing some words

Behind reading

There are a few students who are still working on their letter sounds and might require extra help during some of the activities. These students will greatly benefit from the phonics weeks!.

Speech Language Pathologist every 5-6 weeks, take guidance from him. He comes into the classroom to observe students during lessons and/or activities. At an appropriate time the SLP will want to meet with teachers and EAs to discuss observations, areas of need, possibly new goals and strategies.

CURRICULUM

English language arts (K–6) : program of studies. Government of Alberta. (n.d.). Retrieved January 5, 2022, from <https://education.alberta.ca/english-language-arts-k-6/program-of-studies/>

RESOURCES

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ASSESSMENT

Weighing Assignments for a Final Grade (discuss more with Tannis during the first week)

- Everything is weighted as one.
- Every assignment can have one or more specific outcomes assigned to it.
- To use an assignment for multiple marks, you can duplicate the assignment but attach a different outcome to it.
- Grade Scale: 4=excellent, 3=proficient, 2=basic, 1=not yet

Summary of Snowman Books (SA)-->Students will choose one of the snowman books we read to summarize.

Reading Conferences (SA)-->Either through sharing their written work or through reading time with me.

Sentence Flapbook (SA)-->Rooted in Literature Unit: Demonstrating the ability to form complete sentences.

Vocabulary Picture It! (SA)-->Rooted in Literature Unit: Practicing with new vocabulary, demonstrating comprehension and understanding.

Vocabulary Menu (SA)-->Rooted in Literature Unit: Students choose different activities to share their understanding of vocabulary terms discussed throughout the unit.

Comprehension Check (SA)-->Rooted in Literature Unit: To wrap up the unit and check students' understandings of literature.

Report Writing (SA)-->Students will choose a topic to write a report about.

Acrostic Poetry (SA)-->Students will submit an acrostic poem using words associated with Valentine's Day or Groundhog Day

Opinion Writing (SA)-->Students will construct their piece of opinion writing.

Narrative Writing (SA)-->Students will construct their narrative piece.

Author's Chair (SA)-->Provides the opportunity for students to share with their peers and to observe reading skills through presentation.

Fairytale Writing (SA)-->Students will use a fairytale and recreate it using different events or endings.

Fairytale Letter Writing (SA)-->Students will write a letter to a character in a fairytale about their choices or actions in the fairytale story.

LEGEND:

* important dates/events

Month	Outcomes	Assessments	Resources	Activities
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JAN				
<p>Wk. 1 (3-7)</p>	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals. 2.1: Use Strategies & Cues: Use prior knowledge, comprehension strategies, textual cues, phonics and structural analysis, and references. 4.1: Enhance & Improve: Appraise own and others' work, revise and edit, use effective oral and visual communication, and demonstrate attentive listening and viewing. 4.3: Present & Share: Present information, enhance presentation, use effective oral and visual communication, and demonstrate attentive listening and viewing. 5.2: Work Within a group: Cooperate with others, work in groups, and evaluate the group process.</p>	<p>SA→Take in either narrative or fictional piece.</p> <p>SA→Reading Conferences /Peer Review</p> <p>Students will read their work to their partner and listen/give appropriate/positive feedback using TAG</p>	<p>“The Snowman”--Raymond Briggs</p> <p>“Sadie the Snowman”--Allen Morgan</p> <p>“The Biggest Best Snowman” by Margaret Cuyler</p> <p>“100 Snowmen” by Jen Arena https://www.youtube.com/watch?v=DCVS3B5zPQY</p>	<p>Snowman diagram—essential parts of a snowman (things to include in writing)</p> <p>Snowman Reading & Writing</p> <p>Narrative Writing</p> <p>Peer editing</p> <p>Journals “write a story about a snowman.”</p> <p>Build a snowman outside</p>
<p>Wk. 2 (10-14)</p>	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals. 2.1: Use Strategies & Cues: Use prior knowledge, comprehension strategies, textual cues, phonics and structural analysis, and references. 2.2: Construct Meaning from texts:</p>	<p>Making predictions (in journals) (FA)</p> <p>Sentence Flapbook (SA)</p> <p>Vocabulary Picture it! (SA)</p>	<p>Rooted in Reading Literature Unit: Edward the Emu by Amy Lemons and Katie King</p> <p>Edward the Emu (Sheena Knowles)</p>	<p>Literature Study: Edward the Emu</p> <p>Making Predictions</p> <p>Edwards Zoo Friends Sentence Flapbook</p> <p>Vocabulary Picture It!</p>

	<p>Discuss, represent or write about interesting or critical aspects of oral, print, and other media texts.</p> <p>3.3: Organize, record & evaluate information: Use the information to make predictions about the rest of the story.</p> <p>4.2 Attend to Conventions: Spelling, grammar, punctuation.</p>			
Wk. 3 *(18-21)	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals</p> <p>2.1: Use Strategies & Cues: Use prior knowledge, comprehension strategies, textual cues, phonics and structural analysis, and references.</p> <p>3.3: Organize, record & evaluate information</p> <p>4.2 Attend to Conventions: Spelling, grammar, punctuation.</p>	<p>Vocabulary Menu (SA)</p> <p>Comprehension Check (SA)</p> <p>My Sentences are Superb! (FA)</p>	<p>Rooted in Reading Literature Unit: Edward the Emu by Amy Lemons and Katie King</p> <p>Edward the Emu (Sheena Knowles)</p>	<p>Literature Study: Edward the Emu</p> <p>Emu directed drawing and Excellent Emu factbook</p> <p>Sentence Search</p> <p>Comprehension Check</p> <p>Vocabulary Menu</p> <p>My Sentences are Superb!</p>
Wk. 4 *(25-28)	<p>2.1: Use Strategies & Cues: Use prior knowledge, comprehension strategies, textual cues, phonics and structural analysis, and references.</p>	<p>Phonics booklet? (SA)</p>	<p>Snowman Phonics Booklet (complete)</p>	<p>Phonics Unit 4 (compound words, le ending, hard and soft c and g, consonant blends, digraphs, r controlled vowels,</p>

- Start with snowman activities to observe students' reading and writing skills.

- * 17th is Literacy PD, no school for students
- * 31th Staff Planning Day, no school for students
- * Sub plans needed for Jan 26. (Attending seminar)

Month	Outcomes	Assessments	Resources	Activities
FEB				
Wk. 1 (31-4)	2.1: Use Strategies & Cues: Use phonics and structural analysis.	Phonics games (FA)	Phonics Unit 4	Around the World
Wk. 2 (7-11)	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals.</p> <p>1.2: Discover & Explore: Express or represent ideas and feelings resulting from activities or experiences.</p> <p>1.2: Clarify & Extend: Record ideas and information in ways that make sense.</p> <p>1.2: Clarify & Extend: Find more information about new ideas and topics.</p>	Report Writing (SA)	<p>Penguin Stories and Facts (FIND BOOK IN LIBRARY)</p> <p>Students will need to find resources for report</p>	Report Writing (use Penguins as ex. topic) Use animals to write about

	<p>2.1: Use Strategies & Cues: Use textual clues, preview book covers and Titles; look for familiar words, phrases, and story patterns to assist with constructing and confirming meanings.</p> <p>2.4 Generate original text: Use own and respond to others' ideas to create oral, print and other media texts</p> <p>3.1: Plan and focus: focus attention, determine needs, plan to gather information</p> <p>3.2: Select and Process: Use various sources, evaluate sources, access information.</p> <p>3.3: Organize, Record and Evaluate: Organize, Evaluate and Record information pertinent to the report.</p> <p>3.4: Share and Review: Share reports with peers.</p>	Sharing Reports (FA)		Sharing Reports with peers Feedback?
Wk.3 *(14-18)	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals.</p> <p>2.1: Use Strategies & Cues: Use prior knowledge, comprehension strategies, textual cues, phonics and structural analysis, and references.</p> <p>2.2: Respond to Texts: model own oral, print and other media texts on familiar forms.</p> <p>2.3: Understand forms and genres: Recognize that ideas can be</p>	Acrostic Poems (SA)	https://www.poetry4kids.com/lessons/how-to-write-an-acrostic-poem/	Acrostic Poems Acrostic Valentines Day Poem (in card)

	<p>expressed in a variety of oral, print and other media texts.</p> <p>2.4 Generate original text: Use own and respond to others' ideas to create oral, print and other media texts.</p> <p>4.2 Attend to Conventions: Spelling, grammar, punctuation.</p>			
Wk. 4 (21-25)	<p>No School Family Break/Teacher's Convention</p>			

- Feb. 2 Groundhog Day
- Feb. 10 100 Day
- Feb. 14 Valentines Party/Card Exchange
- *Sub plans needed for Feb. 17 (attending seminar)
- Tannis has Penguin read alouds along with library.
 - Students get to choose to read to someone when we are in the information gathering stage.
 - All About Penguin story and activities (get from Tannis)

Month	Outcomes	Assessments	Resources	Activities
MARCH				
Wk. 1 (28-4)	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals.</p> <p>1.2: Discover & Explore: Express or represent ideas and feelings resulting from activities or experiences.</p> <p>1.2: Clarify & Extend: Record ideas and information in ways that make sense.</p> <p>2.2: Respond to Texts: model own</p>	<p>FA→Students should be able to repeat/communicate the OREO structure in the best season writing activity</p>	<p>https://www.whatihavelearnedteaching.com/19-opinion-writing-picture-books-mentor-texts/</p> <p>https://elementarynest.com/6-strong-anchor-charts-for-opinion-writing/</p> <p>Opinion Writing handouts (Baxter2018)</p>	<p>Opinion Writing</p> <p>Small opinion debates?</p>

	<p>oral, print and other media texts on familiar forms.</p> <p>2.4 Generate original text: Use own and respond to others' ideas to create oral, print and other media texts.</p> <p>4.2 Attend to Conventions: Spelling, grammar, punctuation.</p>			
Wk. 2 (7-11)	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals.</p> <p>1.2: Discover & Explore: Express or represent ideas and feelings resulting from activities or experiences.</p> <p>1.2: Clarify & Extend: Record ideas and information in ways that make sense.</p> <p>2.2: Respond to Texts: model own oral, print and other media texts on familiar forms.</p> <p>2.4 Generate original text: Use own and respond to others' ideas to create oral, print and other media texts.</p> <p>4.2 Attend to Conventions: Spelling, grammar, punctuation.</p>	<p>FA→Students should be able to demonstrate the use of a “hook” or introduction and conclusion.</p> <p>(SA) students will complete a culminating activity where they use all of the information about opinion writing to write their own piece.</p> <p>Reading Conferences (SA) Have students read their final opinion piece to myself or to class (author chair style)</p>	<p>https://www.whatihavelearnedteaching.com/19-opinion-writing-picture-book-mentor-texts/</p> <p>http://firstgradewow.blogspot.com/2016/01/welcome-2015-andopinion-writing.html</p> <p>Opinion Writing handouts (Baxter2018)</p>	Opinion Writing
Wk. 3 *(14-18)	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals.</p> <p>1.2: Discover & Explore: Express or represent ideas and feelings resulting from activities or experiences.</p> <p>1.2: Clarify & Extend: Record ideas and information in ways that make</p>	<p>Writing Conferences (SA)</p> <p>Author's Chair (SA)</p> <p>Journals (FA)</p>	<p>Narrative Writing Prompts/Activities (Terrific Teaching Tactics)</p> <p>https://www.journalbuddies.com/prompts-by-grade/narrative-writing-prompts-for-second-grade/</p>	<p>Narrative Writing</p> <p>Author's Chair</p> <p>Journals</p>

	<p>sense.</p> <p>1.2: Clarify & Extend: Find more information about new ideas and topics.</p> <p>2.1: Use Strategies & Cues: Use textual clues, preview book covers and titles; look for familiar words, phrases, and story patterns to assist with constructing and confirming meanings.</p> <p>2.4 Generate original text: Use own and respond to others' ideas to create oral, print and other media texts.</p> <p>3.1: Plan and focus: focus attention, determine needs, plan to gather information</p> <p>3.2: Select and Process: use a variety of sources, evaluate sources, access information.</p> <p>4.2 Attend to Conventions: Spelling, grammar, punctuation.</p>		<p>Narrative Templates Resource (https://drive.google.com/drive/u/0/folders/1p-iuBJiBHqyFZbSTLp0ZIAucj5KjFft9)</p> <p>http://mspiascik.weebly.com/narrative-writing.html</p> <p>http://crystals-classroom.blogspot.com/2014/03/my-many-memorable-firsts.html?m=1</p> <p>https://www.theclassroomkey.com/2014/09/personal-narrative-writing.html</p>	
Wk. 4 (21-25)	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals</p> <p>1.2: Discover & Explore: Express or represent ideas and feelings resulting from activities or experiences.</p> <p>1.2: Clarify & Extend: Record ideas and information in ways that make sense.</p> <p>1.2: Clarify & Extend: Find more</p>	<p>Writing Conferences (SA)</p> <p>Reading Conferences (SA)</p>	<p>Narrative Writing Prompts/Activities (Terrific Teaching Tactics)</p> <p>https://www.journalbuddies.com/prompts-by-grade/narrative-writing-prompts-for-second-grade/</p> <p>Narrative Templates Resource</p>	Narrative Writing

	<p>information about new ideas and topics.</p> <p>2.1: Use Strategies & Cues: Use textual clues, preview book covers and titles; look for familiar words, phrases, and story patterns to assist with constructing and confirming meaning.</p> <p>2.4 Generate original text: Use own and respond to others' ideas to create oral, print and other media texts.</p> <p>3.1: Plan and focus: focus attention, determine needs, plan to gather information</p> <p>3.2: Select and Process: use a variety of sources, evaluate sources, access information.</p> <p>4.2 Attend to Conventions: Spelling, grammar, punctuation.</p>		<p>(https://drive.google.com/drive/u/0/folders/1p-iuBJiBHqyFZbSTLp0ZIAucj5KjFft9)</p> <p>http://mspiascik.weebly.com/narrative-writing.html</p> <p>http://crystals-classroom.blogspot.com/2014/03/my-many-memorable-firsts.html?m=1</p> <p>https://www.theclassroomkey.com/2014/09/personal-narrative-writing.html</p>	
Wk. 5 (28-1)	2.1: Use Strategies & Cues: Use phonics and structural analysis.	Phonics games (SA)	Phonics Unit 5 (contractions, word endings, suffixes, comparative forms, plurals (es))	TBD

- *Sub plans needed for March. 16 (attending seminar)
- *17th Leaders in Me (no school for students)
- *18th Interschool Collab Day (no school for students)
- *Report cards are sent home in March (first week)
- Student Led-Conferences or Parent-Teacher conferences (depend on covid restrictions at that time)

Month	Outcomes	Assessments	Resources	Activities
APRIL				
Wk. 1 *(4-8)	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals.</p> <p>2.1: Use Strategies & Cues: Use prior knowledge, comprehension strategies, textual cues, phonics and structural analysis, and references.</p> <p>4.1: Enhance & Improve: Appraise own and others' work, revise and edit, use effective oral and visual communication, and demonstrate attentive listening and viewing.</p> <p>4.3: Present & Share: Present information, enhance presentation, use effective oral and visual communication, and demonstrate attentive listening and viewing.</p> <p>5.2: Work Within a group: Cooperate with others, work in groups, and evaluate the group process.</p> <p>2.2: Construct Meaning from texts: Discuss, represent or write about interesting or important aspects of oral, print, and other media texts.</p> <p>2.2: Respond to Texts: model own oral, print and other media texts on familiar forms.</p> <p>2.3: Understand forms and genres: Recognize that ideas can be expressed in a variety of oral, print and other media texts.</p>	<p>Writing Conferences (SA)</p> <p>Reading Conferences (SA)</p> <p>Fairytales Story Writing/Manipulating (FA)</p>	<p>https://www.tpjagger.com/2018/09/12/how-to-fracture-a-fairy-tale/ (How to fracture a fairytale)</p> <p>https://drive.google.com/drive/u/0/folders/1p-iuBJiBHqyFZbSTLp0ZIAucj5KjFft9 (Fairytales Pack)</p> <p>https://i.pinimg.com/originals/c6/7d/99/c67d99e8f4b3cd141dcadcf3bf502e.png (Roll a Fairytale)</p>	<p>Fairytales Writing</p> <p>Readers Theatre</p> <p>Partner Plays</p>

	<p>2.4 Generate original text: Use own and respond to others' ideas to create oral, print and other media texts.</p> <p>3.3: Organize, record & evaluate information: Use information to make predictions about the rest of the story.</p> <p>4.2 Attend to Conventions: Spelling, grammar, punctuation.</p>			
Wk. 2 *(11-14)	<p>1.1: Discover & Explore: Express ideas and develop understanding, experiment with language and forms, express preferences and set goals.</p> <p>2.1: Use Strategies & Cues: Use prior knowledge, comprehension strategies, textual cues, phonics and structural analysis, and references.</p> <p>2.4 Generate original text: Use own and respond to others' ideas to create oral, print and other media texts.</p> <p>3.3: Organize, record & evaluate information</p> <p>4.2 Attend to Conventions: Spelling, grammar, punctuation.</p>	<p>Fairytale Letter Writing (SA)</p> <p>Easter Writing (FA)</p>	<p>https://whimsyworkshop-teaching.com/ideas/fairy-ales-masks-scripts-writing-and-phonics/ (Fairytale Letter Writing)</p> <p>https://raisethebarreading.com/2019/03/19/low-p-rep-non-religious-easter-activities-for-elementary-students/ (What Makes me Egg-cellent)</p>	<p>Fairytale/Letter Writing</p> <p>Easter Writing→"What makes me eggcellent" flapbook</p>

- *Sub plans needed for April 8th.
- *April 14th is last day of practicum.

