



April 19, 2020

Dear Students and Family,

This is Judy Chandonnet and I am your child's Resource Room Teacher. This is an unprecedented time for all of us. Uncertainty and change can be very overwhelming for adults and children. I am here to help in any way you may need. Understand that your child's social and emotional well-being comes first to me, then academics. We will get through this together.

Within the next week, I will be contacting you to review a Contingency Learning Plan in response to the COVID-19 public health emergency. The Contingency Learning Plan will inform you of the school's good faith effort to provide your child with as much of the special education, related services, accommodations, and supports from his IEP, as is safe and practicable at this time. This Contingency Learning Plan will remain in effect until the public health emergency ends or until the restrictions in the Governor's Executive Orders related to schools are lifted. Once the public health emergency ends and school buildings are re-opened for education of Students, the school will return to implementing IEP's. During the closure, you can expect continued phone calls from teachers, ancillary staff, consultants, and administrators to gauge the basic needs of your family, along with the learning needs associated with your child's individual contingency plans.

Below you will find my schedule and outline for family-teacher communication (beginning April 20th):

| Methods of Contact | Office Hours | Individual Meetings | Additional Contacts |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phone: (231) 923-8709 Email: jchandonnet@fremont.net Face Time ZOOM | Mondays: 10 AM – 12 PM Thursdays: 3 PM – 5 PM * Or as needed * Please use this time to ask questions, or address concerns regarding academics. | We will schedule twice weekly individual contacts with your child when I call next week. | Principal Jodi Ferris: jferris@fremont.net (231) 924-2350 Superintendent Ken Haggart: khaggart@fremont.net (231) 924-2350 |

Starting Monday, April 20th, new learning packets will be distributed. You will receive a new packet every two weeks. The packets will include reading, writing, math, and science materials. Included are materials and activities from me in the areas I service your child. In addition to completing these packets, you will need to submit the work your child has completed at the end of each two-week session.

| Session Periods | Daily Expectations | Work Submission Dates | Methods of Receiving Packets | Methods of Submitting Packets |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session I: 4/20 – 5/1 Session II: 5/4 – 5/15 Session III: 5/18 – 5/29 Final Feedback: 6/1 – 6/5 | 60 minutes a day on academics. 30 minutes a day on specials, such as music, art, or gym. * This time may be broken up to best fit your schedule. However, children will thrive while using a consistent schedule. | Thursday, April 30 th Thursday, May 14 th Thursday, May 28 th | Skyward/School Website or Obtain Physical Copy (Pick-U, Bus or Mail) | Pictures via email,. ZOOM or phone conversation regarding the work. If none of these options work, you may return the completed packet via mail to Pathfinder. |

Please don't feel too overwhelmed regarding this work, complete what you are able to. Like I said, your child and family's social and emotional health is my number one priority during this time. If you have any questions, concerns, or comments, please let me know. Thank you for your support and flexibility. I look forward to speaking with you soon.

Best Wishes. Judy Chandonnet

2nd grade Resource Room Session #1 April 20 to May 1, 2020

Hi! I have been thinking of you! I hope you are doing well! I would love to get a text, email, or a letter from you telling me what you have been doing at home. You are an awesome kid! I wish you well! I will see you soon!

Love, Mrs. Chandonnet

Dear Parents---I have been thinking of you also! Let me know what I can do to help you at home! Do you need materials to complete the work? Please feel free to contact me by email, call, or text if you need anything. Wishing you health and endurance!

Attached are your child's IEP goals and daily activities. They should spend approximately one hour a day (total) on reading, writing, math, and science. Specials teachers are providing activities as well. I will be checking in weekly and monitoring your child's progress. Although supplemental enrichment activities are not mandatory, I am encouraging students to practice reading and math activities on IXL and continue to read for pleasure.

Once your has completed all the activities in one area, please take picture of completed page and either email, text, or send back to school.

Thank you very much!

| | |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Method of Contact: | Office Hours: |
| Email: jchandonnet@fremont.net Text: 231.923-8709 | Monday: 10am-12am Thursday: 3pm-5pm *I'm available during the week anytime *If you wish to Facetime or use zoom, please let me know and I will be glad to! |

2nd Grade Resource Room Writing

Writing
April 20 to May 1, 2020

Please mark with an X after you complete each activity

Writing:

I can use three facts to develop points in writing.

I can write an informational text.

Use the Science Unit on Plants to get information for your report.

| | | | | |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Read or have someone read with you: Plants: Answer 2 questions, What are plants, why are plants important to Earth? | Complete Plant Life Cycle handout from Science packet | Read or have someone read with you: Plant Parts Answer 2 questions, Purpose of Root, What leaves do for plants. | Read or have someone read with you: Plant Needs; Answer 2 questions, 4 things plants need, How do plants get water. | Write: Introduction in writing book. Why are plants important. Be sure write complete sentences with correct capitalization, spacing and punctuation. |
| Write: The Life Cycle of a Plant. | Write: What plants Need. | Write: The parts of a plant. | Draw and label Plant parts in your book. | Revise and edit your Plant Book. |



Parents- Please take picture of completed page and either email, text, or send back to school. Thank you very much!

Where Plants Grow

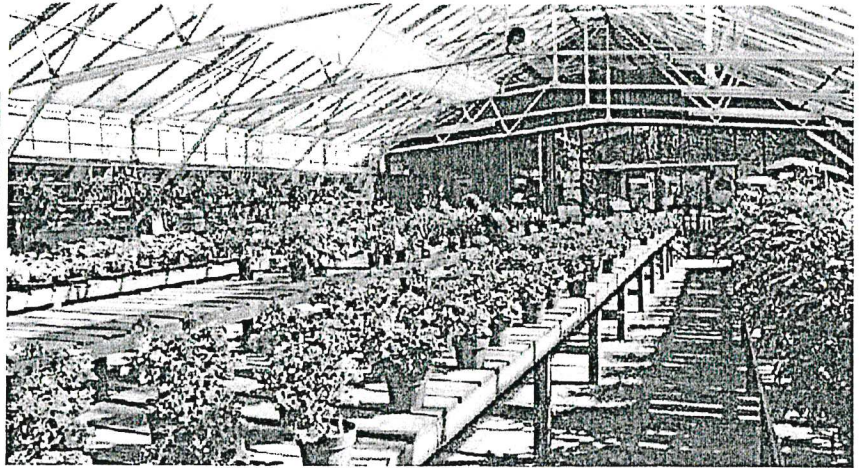
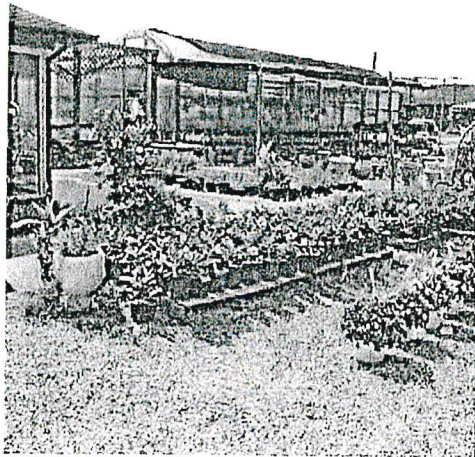


Written by Vic Moors

www.readinga-z.com

| Correlation | | LEVEL D | |
|-------------|-------------------|---------|--|
| | Fountas & Pinnell | D | |
| | Reading Recovery | 5-6 | |
| | DRA | 6 | |

Where Plants Grow
Level D leveled Book
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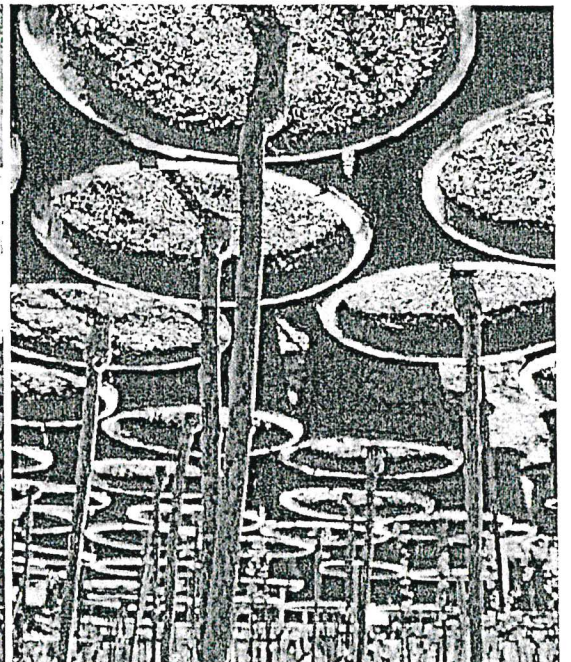
Plants grow in many places.
They can grow outside.
They can grow inside, too.

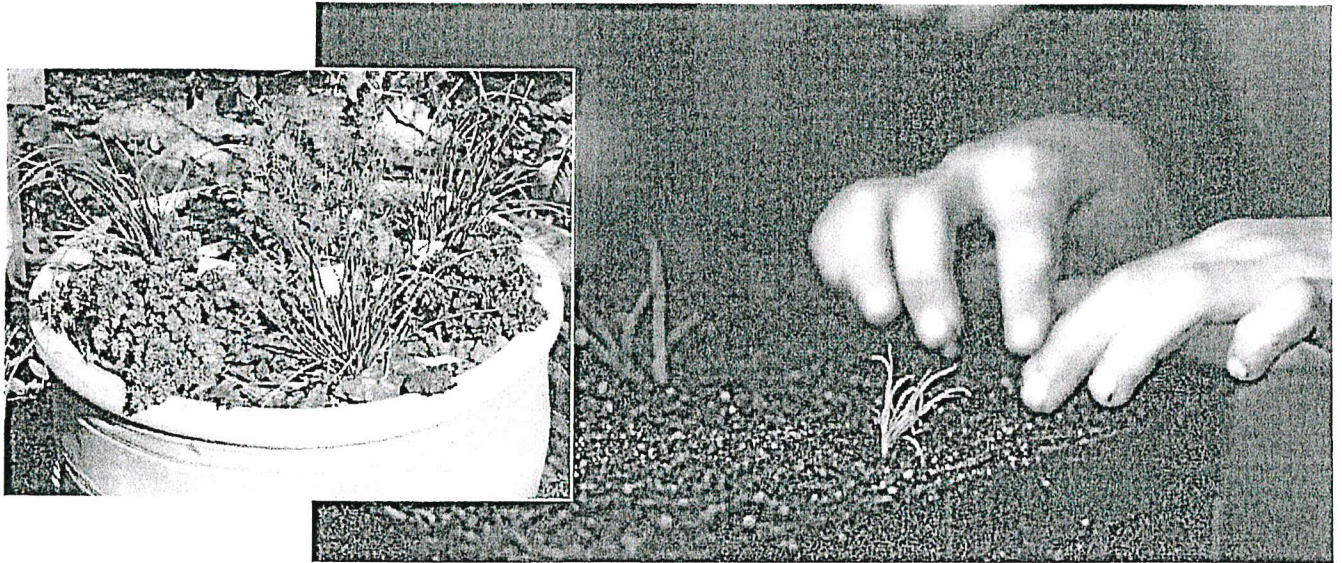
Where Plants Grow • Level D

3

Most plants grow in soil.

4





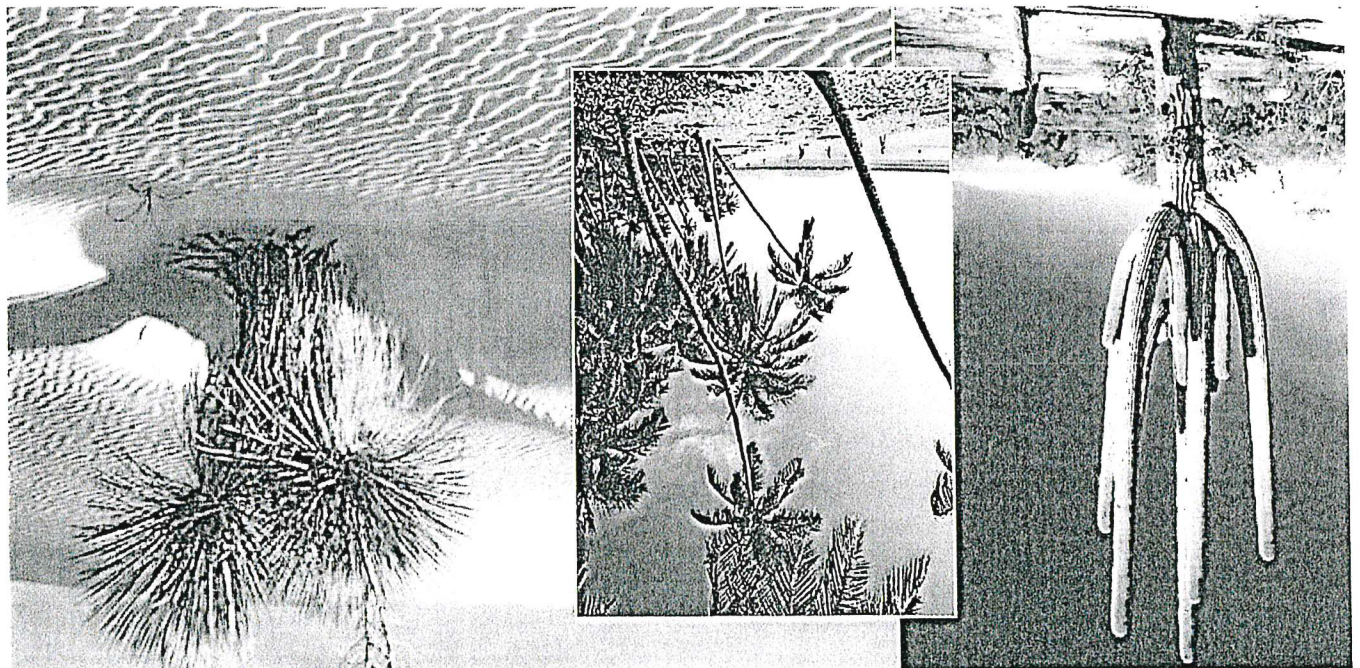
Some plants grow in pots.
There is soil inside the pots.

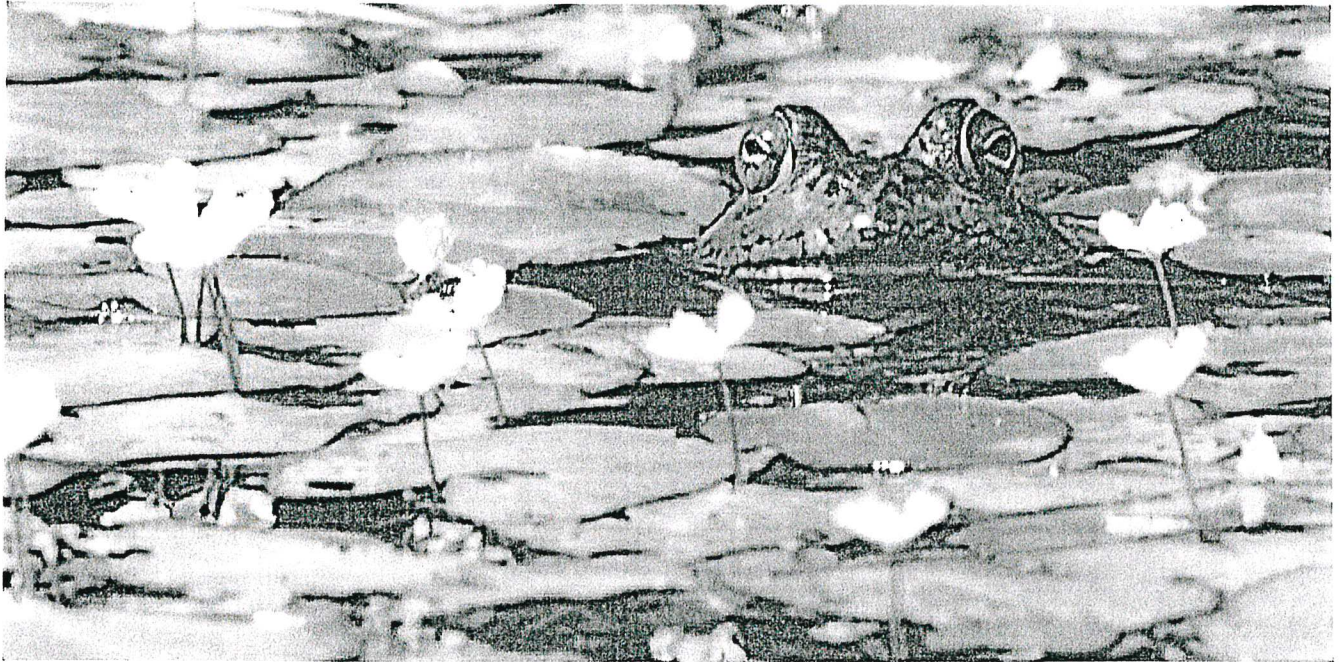
Where Plants Grow • Level D

5

Some plants grow in sand.

9





Some plants grow in water.

Where Plants Grow • Level D

7

Some plants grow on rocks.

8





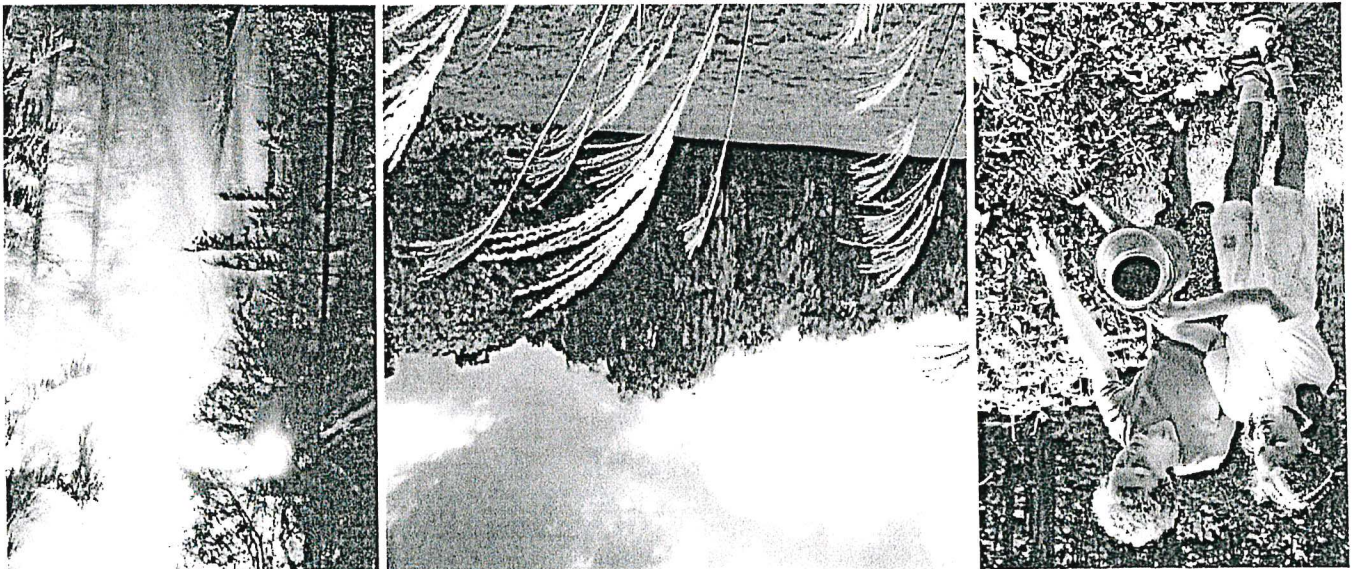
Some plants even grow
on other plants.

Where Plants Grow • Level D

9

Plants need three things to grow.
They need water, air, and sunlight.

10

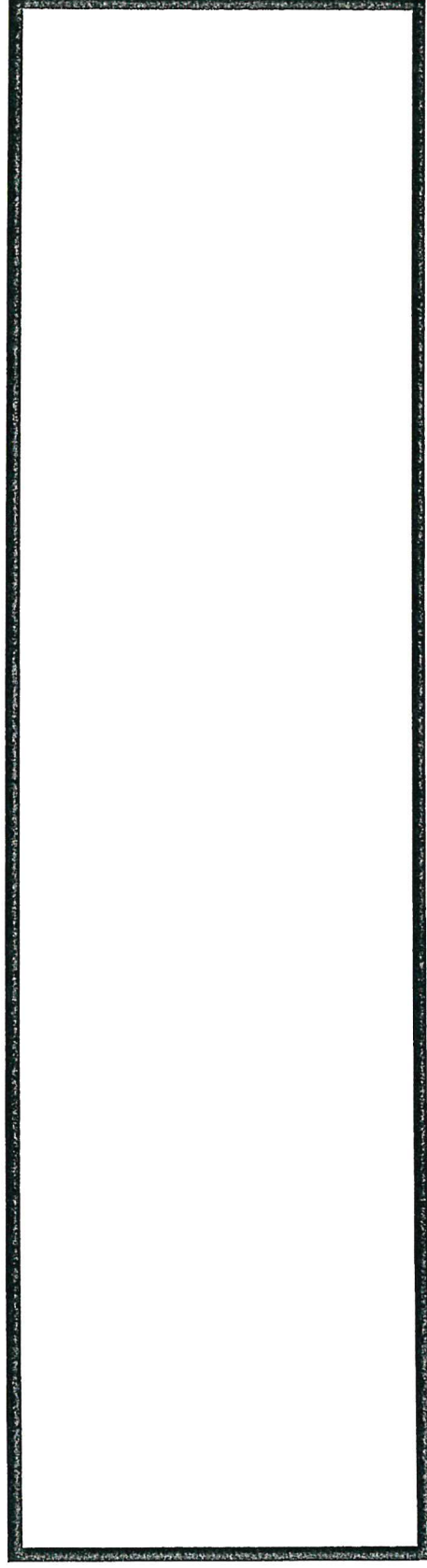


Plant Research Report by: _____



Introduction..... Why are plants important.

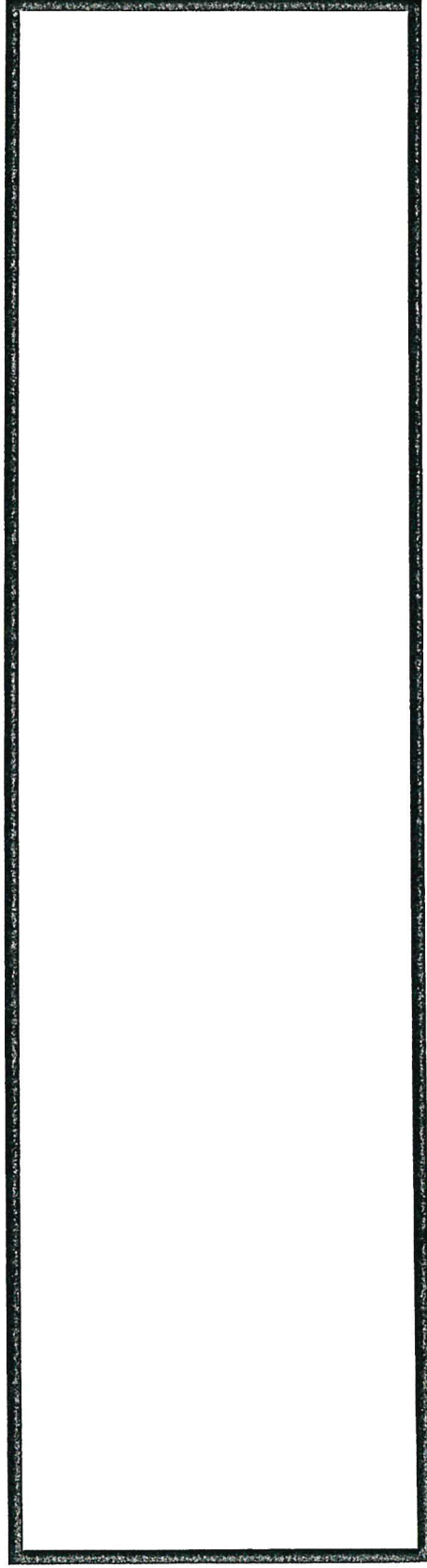
Please remember to write complete sentences with correct capitalization, spacing, and punctuation.



My plant picture.

Life Cycle of the Plant.....

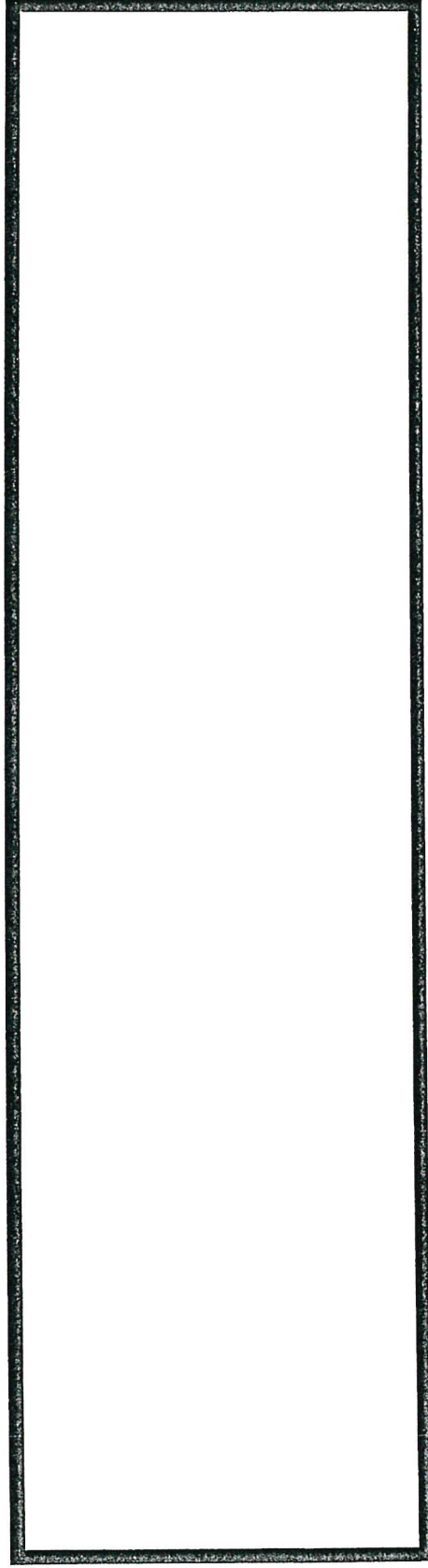
Please remember to write complete sentences with correct capitalization, spacing, and punctuation.



My plant picture.

What Plants Need.....

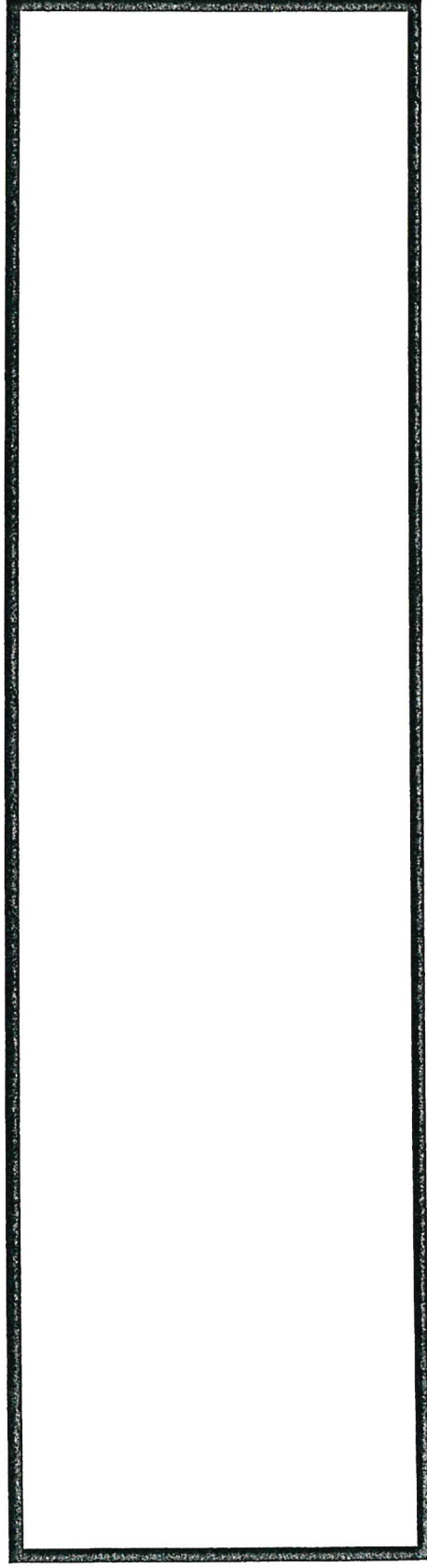
Please remember to write complete sentences with correct capitalization, spacing, and punctuation.



My plant picture.

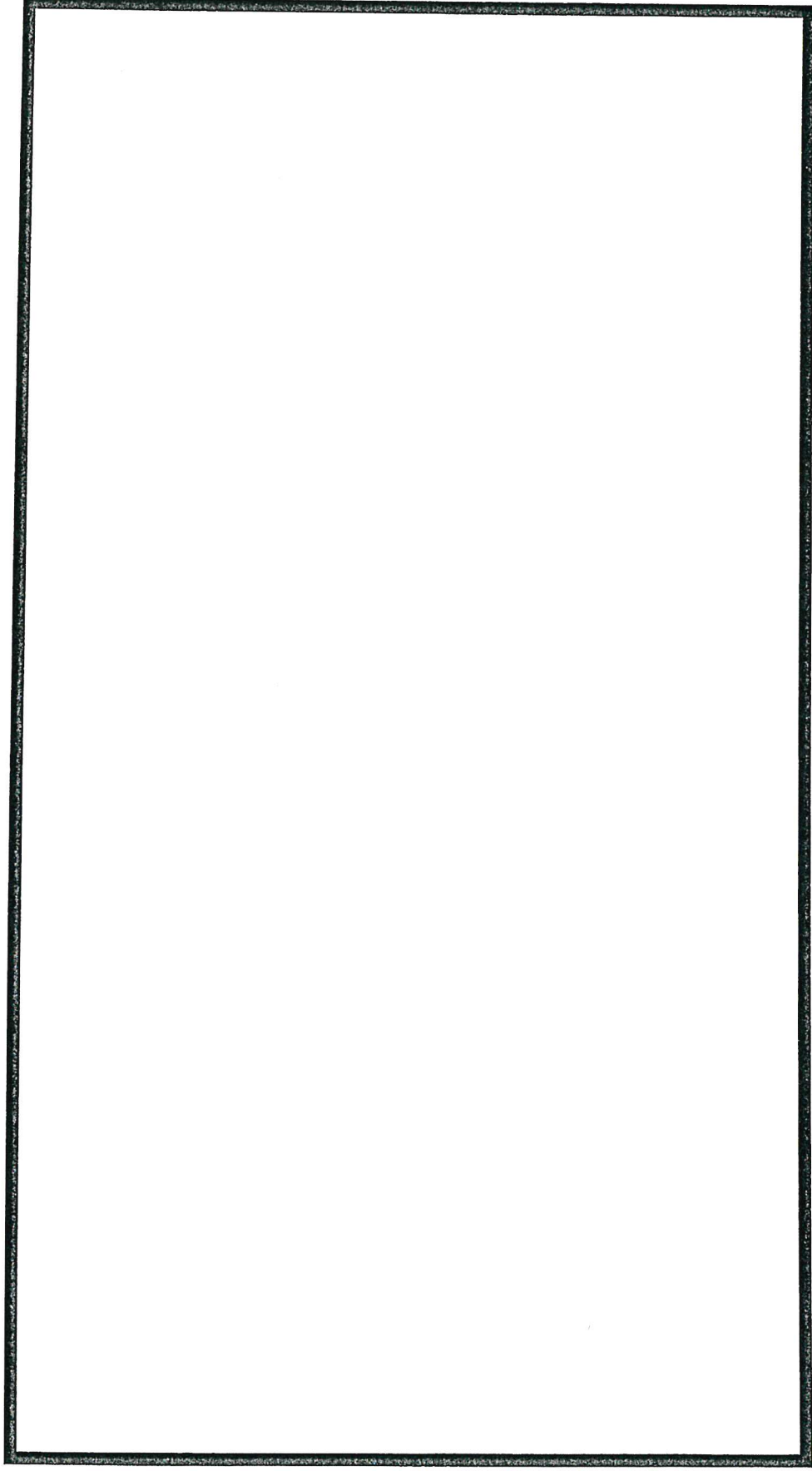
Parts of the Plant.....

Please remember to write complete sentences with correct capitalization, spacing, and punctuation.



My plant picture.

Diagram and Label of a plant.



Reading Group A

2nd Grade Resource Room Reading



April 20-April 24, 2020 Group A

Goal: I can Read sight words.

Please read the book, *How Frogs Grow* (use this book to help you with writing)

New sight words for the week: are, have, now

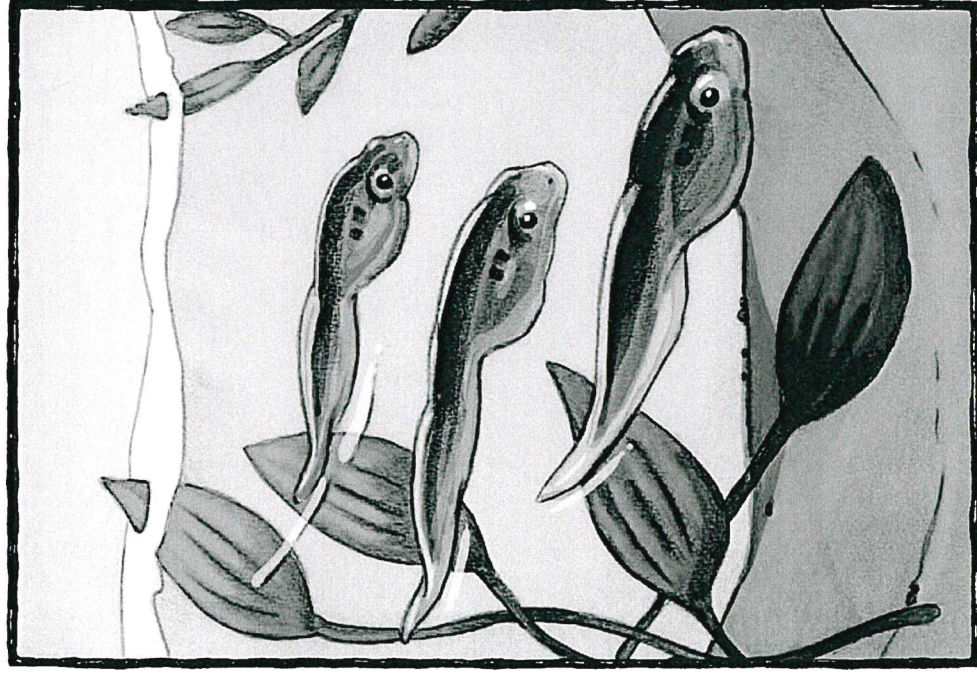
Review these words every day before reading your book.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Before you read, talk about these vocabulary words:</p> <ul style="list-style-type: none"> - Tadpole - Grow - Eggs <p>Read <u>How Frogs Grow</u> to a Grownup.</p> <p>1.) Underline words you don't know</p> <p>2.) Talk about the new vocabulary words, what do they mean?</p> | <p>Before you read, highlight the new sight words in your book with a yellow marker.</p> <p>Reread the book <u>How Frogs Grow</u> to your pet.</p> <p>(Make sure a grown up is still listening.)</p> <p>Find these text features in your book and color them according to the color:</p> <ul style="list-style-type: none"> *Title - Red *Author and Illustrator - Blue <p> Take a picture of this when you are done and send it to your teacher!</p> | <p>Reread <u>How Frogs Grow</u> in your silliest voice. (Make sure a grown up is still listening.)</p> <p>1.) Retell the book to a parent or older sibling.</p> <p>2.) What was one thing you learned about frogs?</p> <p>Use the book to help you during writing today.</p> | <p>Reread <u>How Frogs Grow</u> to a favorite stuffed animal</p> <p>(Make sure a grown up is still listening.)</p> <p>1.) In this book, you learned about how frogs change as they grow. How do other animals look as they grow? What other living things change as they grow?</p> <p>2.) practice sight word list #2</p> | <p>Reread <u>How Frogs Grow</u> to your older or younger sibling. (Make sure a grown up is still listening.)</p> <p>1.) Ask your sibling what is one thing that they learned about frogs.</p> <p>2.) On the blank pages in the back of the book, draw a picture of a frog or a picture of you reading the book with your sibling.</p> <p> Take a picture of this when you are done and send it to your teacher!</p> |

How Frogs Grow

A Reading A-Z Level C Leveled Book

Word Count: 48

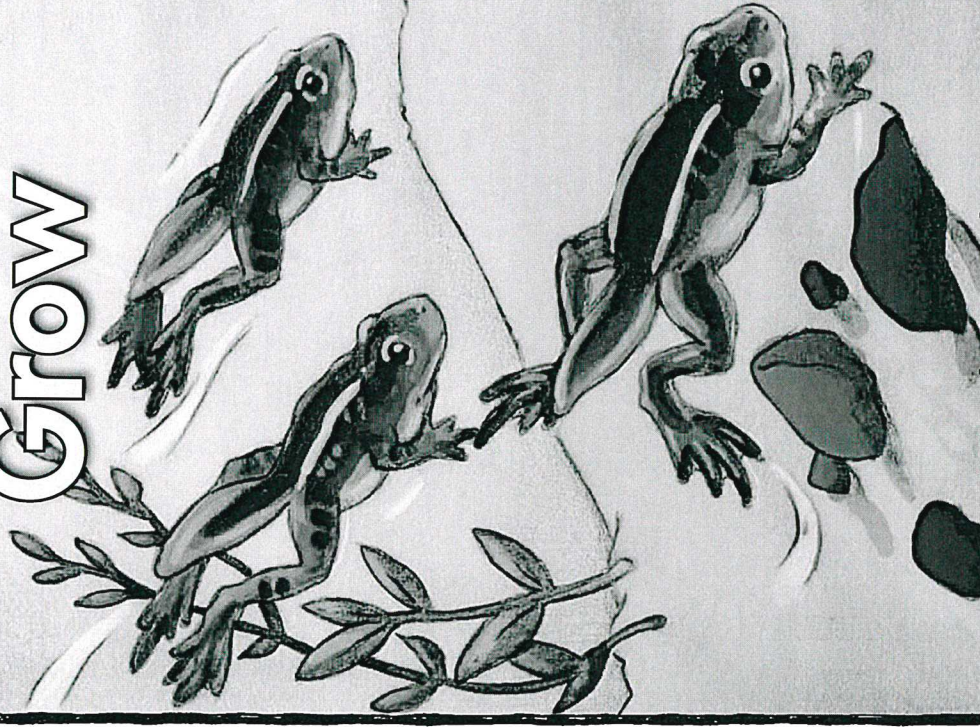


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LEVELED BOOK • C

How Frogs Grow



Written by Rus Buyok
Illustrated by Leighanne Schneider

www.readinga-z.com

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How Frogs Grow
Level C Leveled Book
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Illustrated by Leighanne Schneider
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Correlation

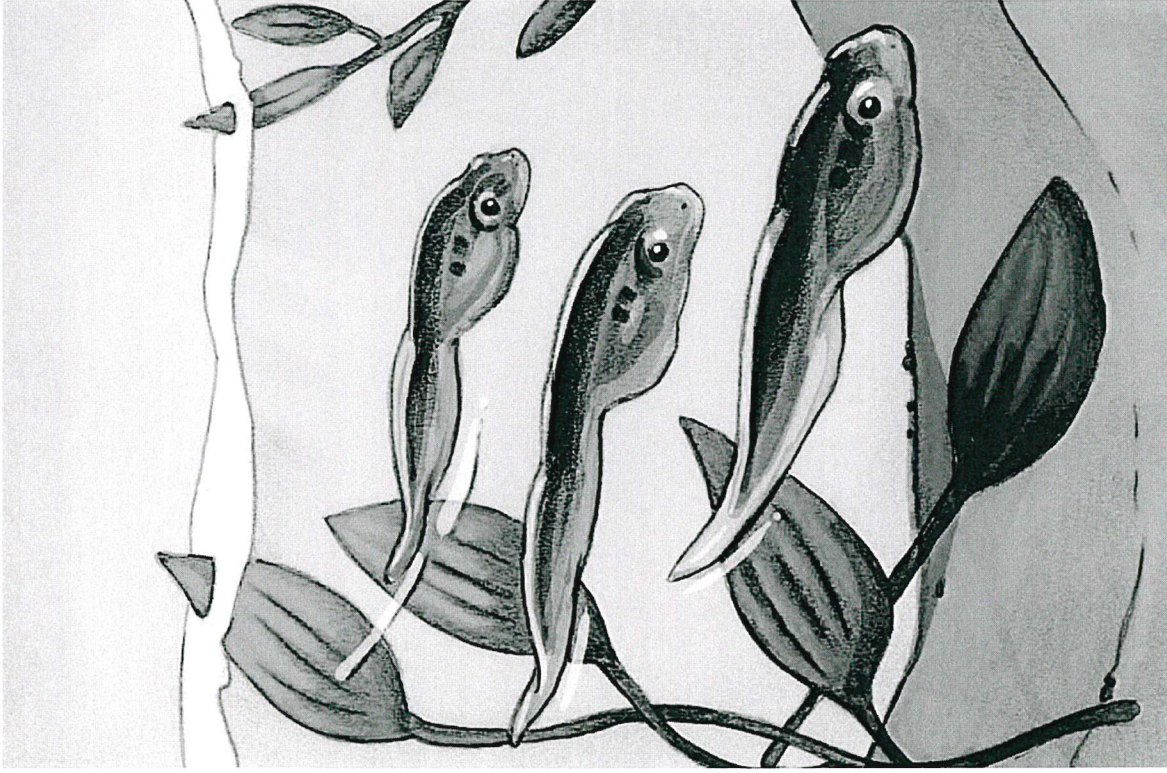
| LEVEL C | |
|-------------------|-----|
| Fountas & Pinnell | C |
| Reading Recovery | 3-4 |
| DRA | 3-4 |



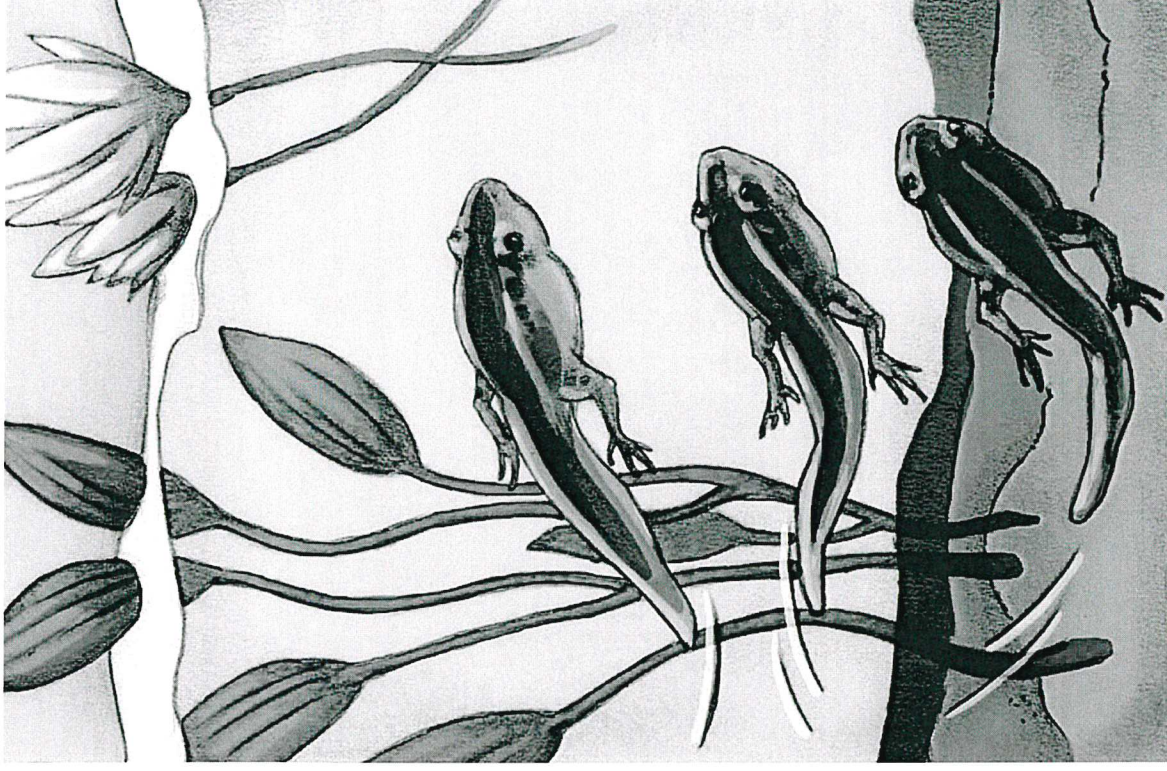
A frog lays eggs
in water.



Tadpoles come out
of the eggs.



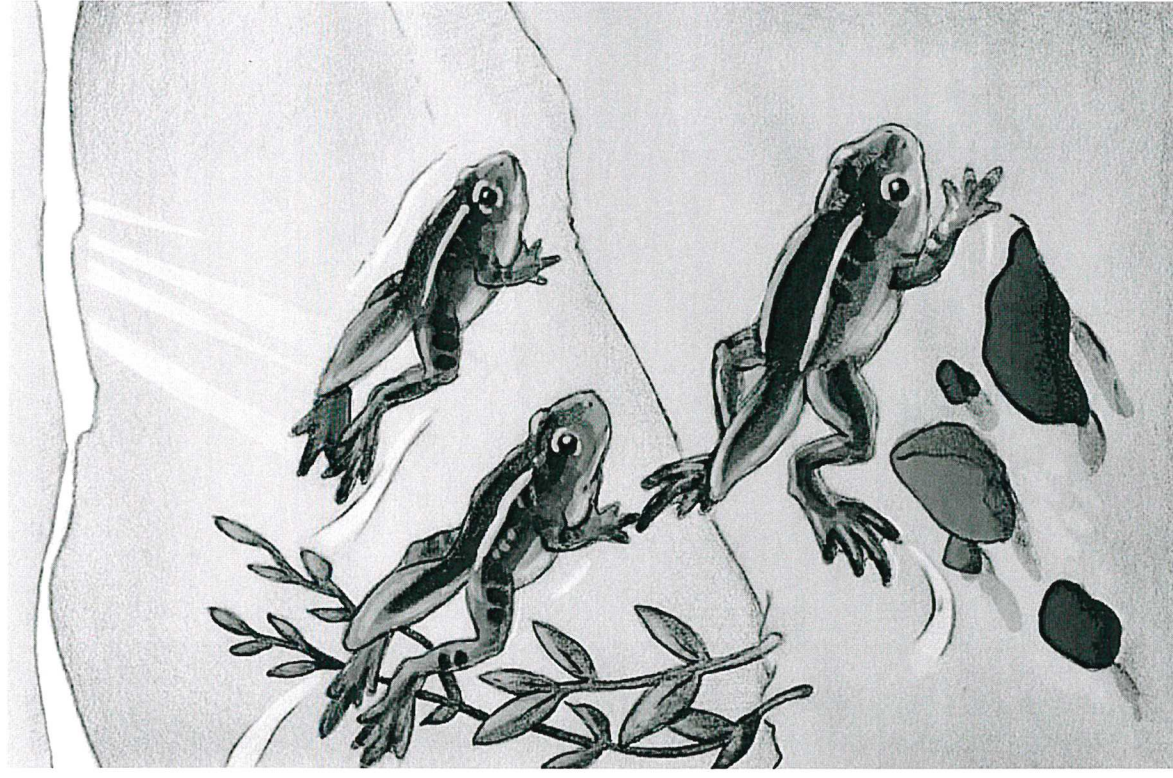
The tadpoles have long tails.



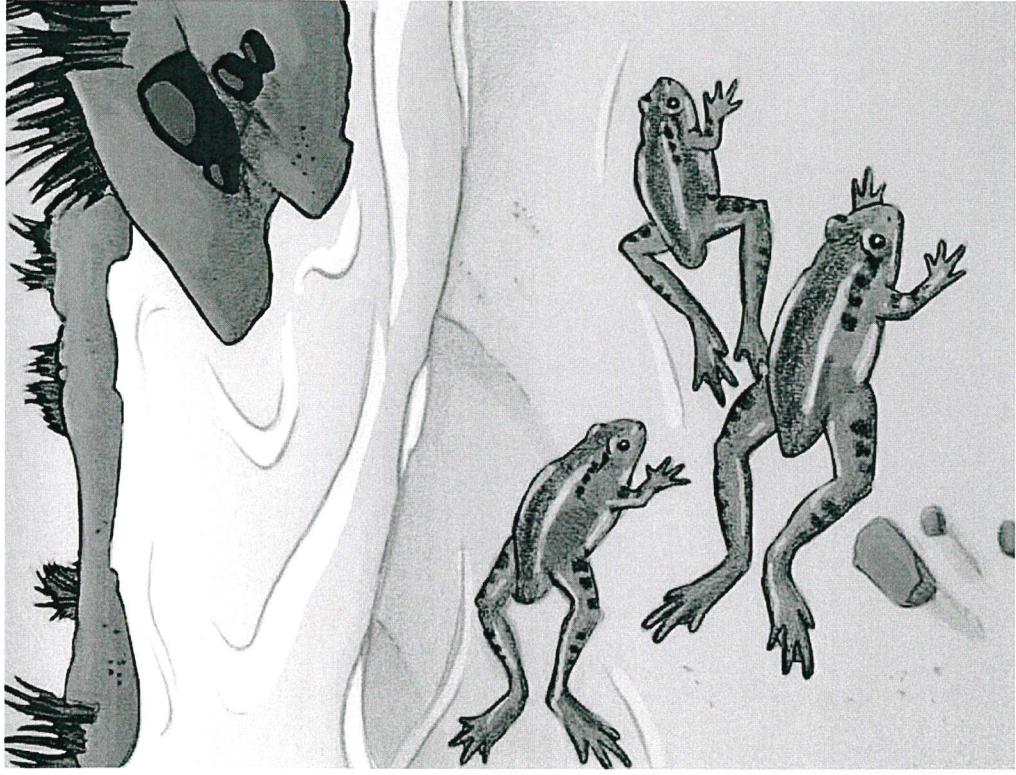
The tadpoles grow back legs.



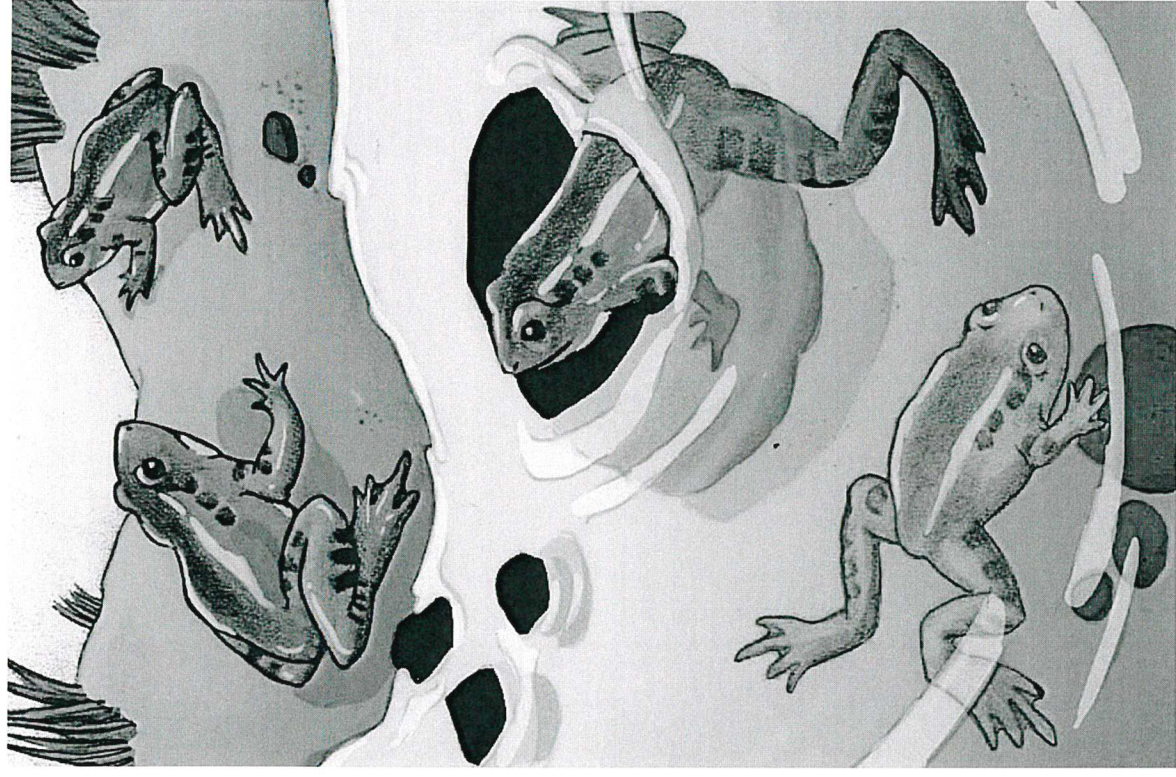
The tadpoles grow front legs.



The tadpoles are now froglets.



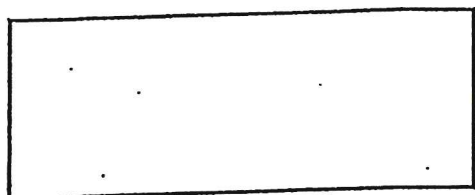
The froglets grow
and grow.
Their tails get smaller
and smaller.



The froglets are
now frogs.

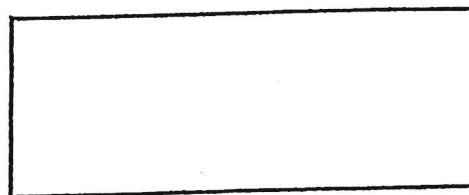
2

he
for
me
with
she
see
look
they
you
of
are



3

at
be
this
from
or
one
had
by
words
but



Group A Reading

2nd Grade Resource Room Reading


May 4-May 8, 2020 Group A

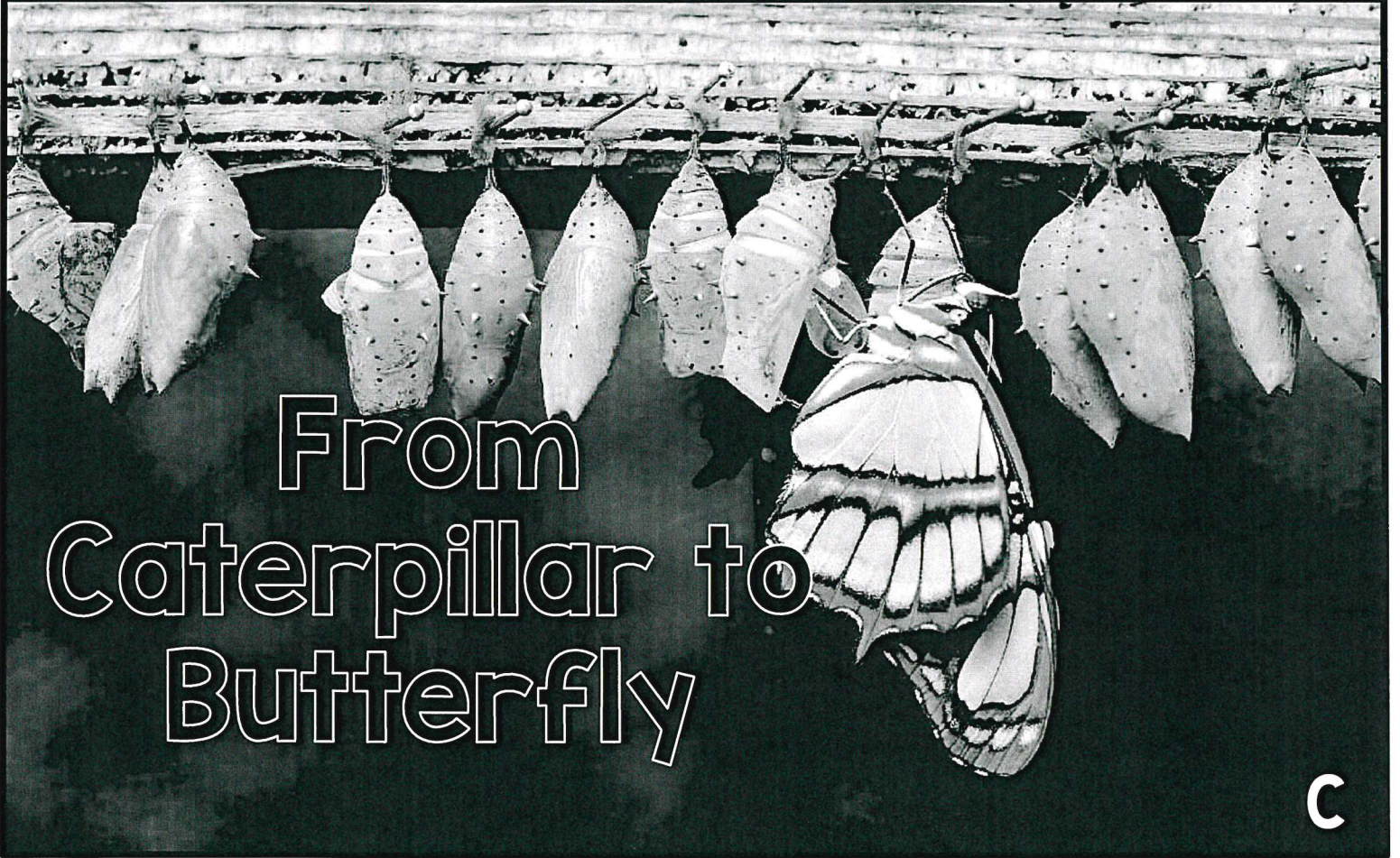
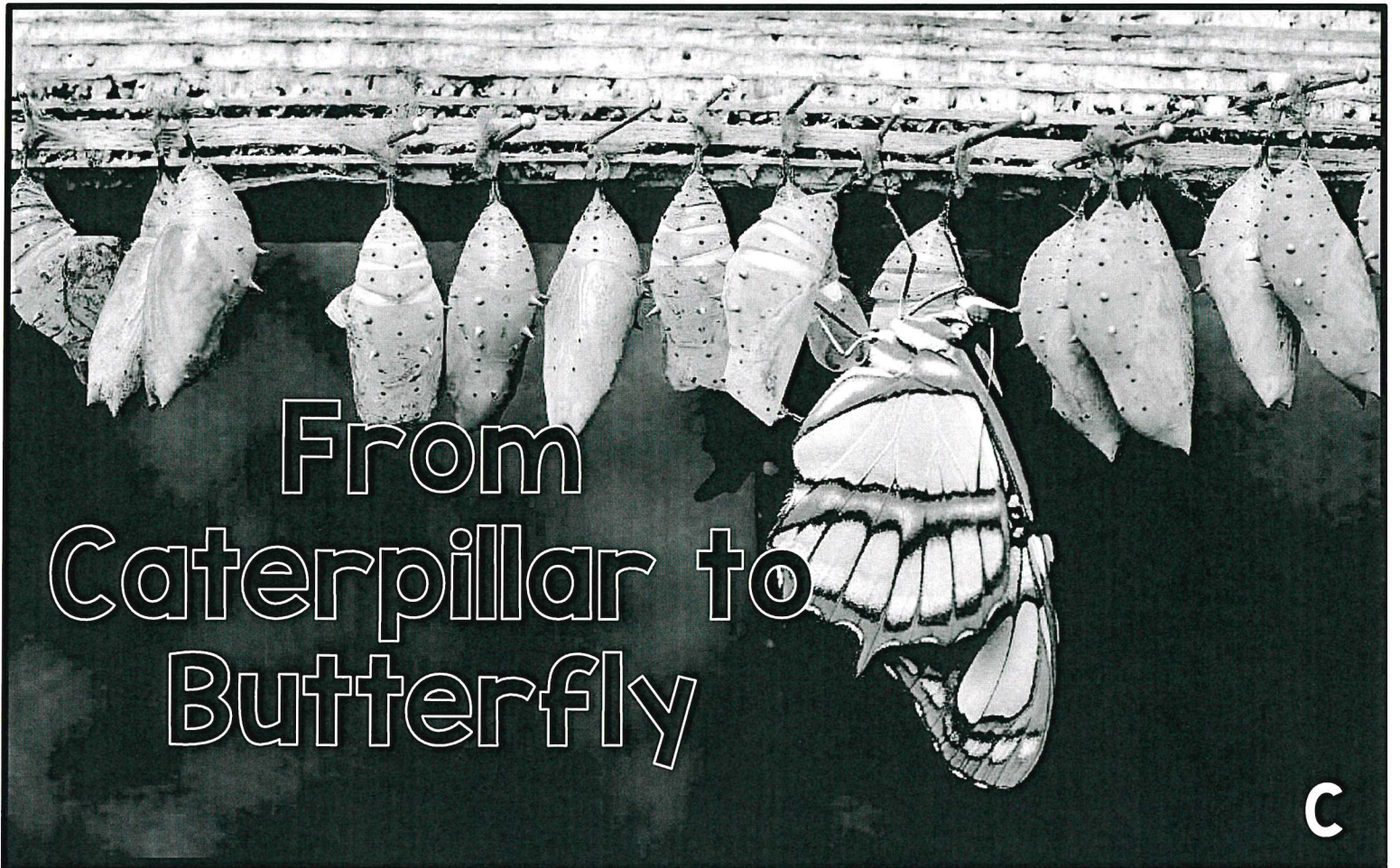
Goal: I can Read sight words.

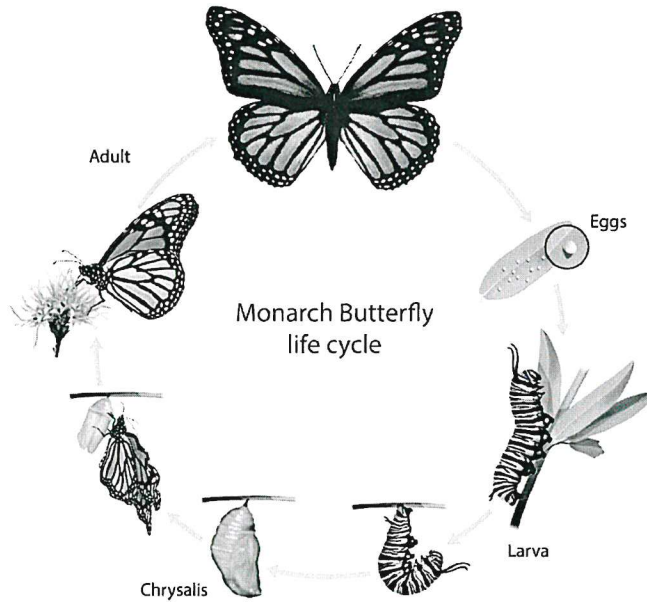
Please read the book, *From Caterpillar to Butterfly*.

This weeks new sight words: *this, is, an*

Review these words every day before reading your book.

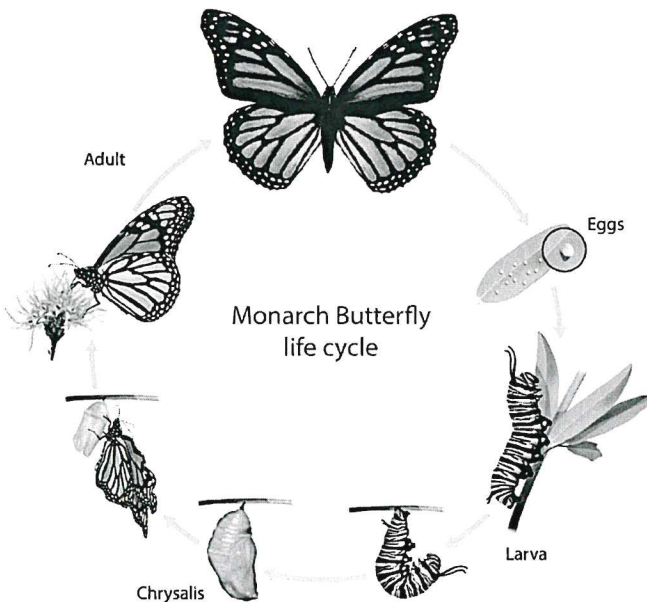
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Before you read, talk about these BIG vocabulary words:</p> <ul style="list-style-type: none"> - Pupa - Life Cycle - Molting <p>Read <u>From Caterpillar to Butterfly</u> to a grownup.</p> <p>1.) Underline words you don't know</p> <p>2.) Talk about the new vocabulary words, what do they mean?</p> | <p>Before you read, highlight the new sight words in your book with a yellow marker.</p> <p>Reread the book <u>From Caterpillar to Butterfly</u> to your pet.</p> <p>(Make sure a grown up is still listening.)</p> <p>Find these text features in your book and color them according to the color.</p> <p>*Title - Red</p> <p>*Labels - Green</p> <p> Take a picture of this when you are done and send it to your teacher!</p> | <p>Reread <u>From Caterpillar to Butterfly</u> in your best teacher voice.</p> <p>(Make sure a grown up is still listening.)</p> <p>1.) Retell the book to a parent or older sibling.</p> <p>2.) What was one thing you learned about butterflies?</p> | <p>Reread <u>From Caterpillar to Butterfly</u> to a favorite stuffed animal.</p> <p>(Make sure a grown up is still listening.)</p> <p>1.) In this book, you learned about how butterflies change during their life cycle, what is your favorite part of the butterflies life cycle?</p> <p>2.) Can you imagine being wrapped in a chrysalis? How would you feel?</p> <p>*Maybe you could call your teacher today to read this book to her and answer the above questions.</p> | <p>Reread <u>From Caterpillar to Butterfly</u> to your older or younger sibling.</p> <p>(Make sure a grown up is still listening.)</p> <p>1.) Ask your sibling what is one thing that they learned about frogs</p> <p>2.) practice sight word list #3</p> |





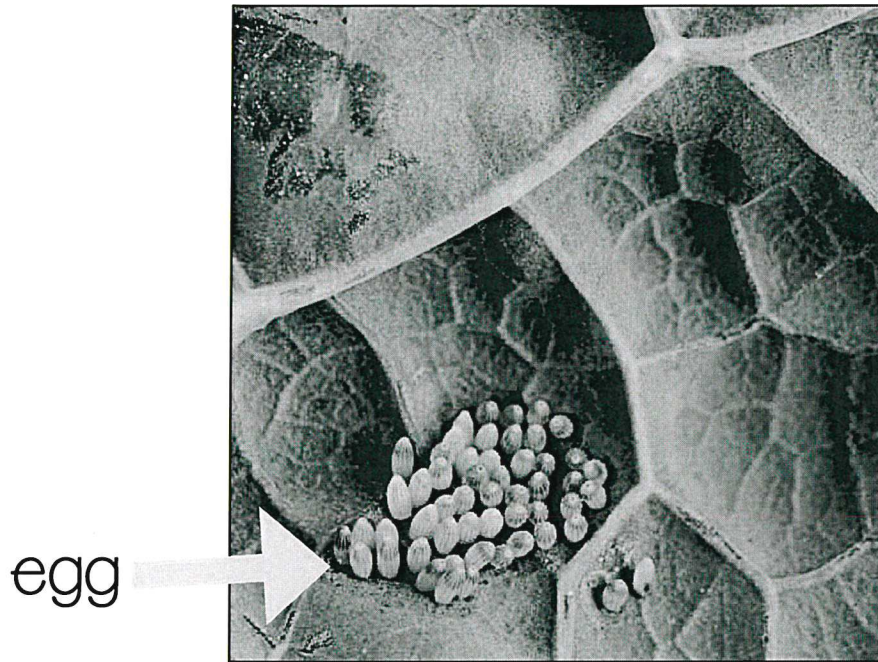
The butterfly life cycle has many steps.

|



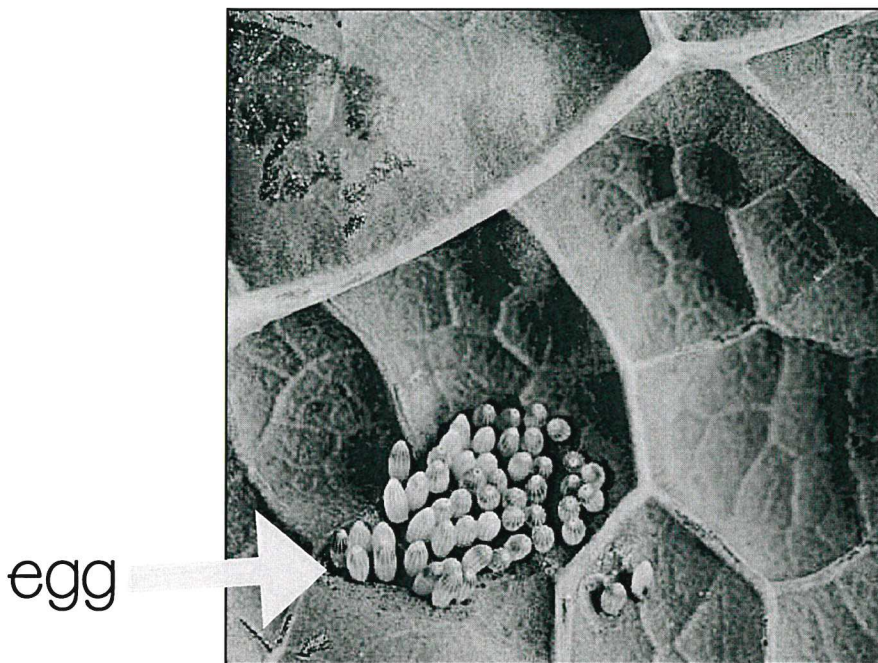
The butterfly life cycle has many steps.

|



A butterfly lays eggs on a leaf.

2



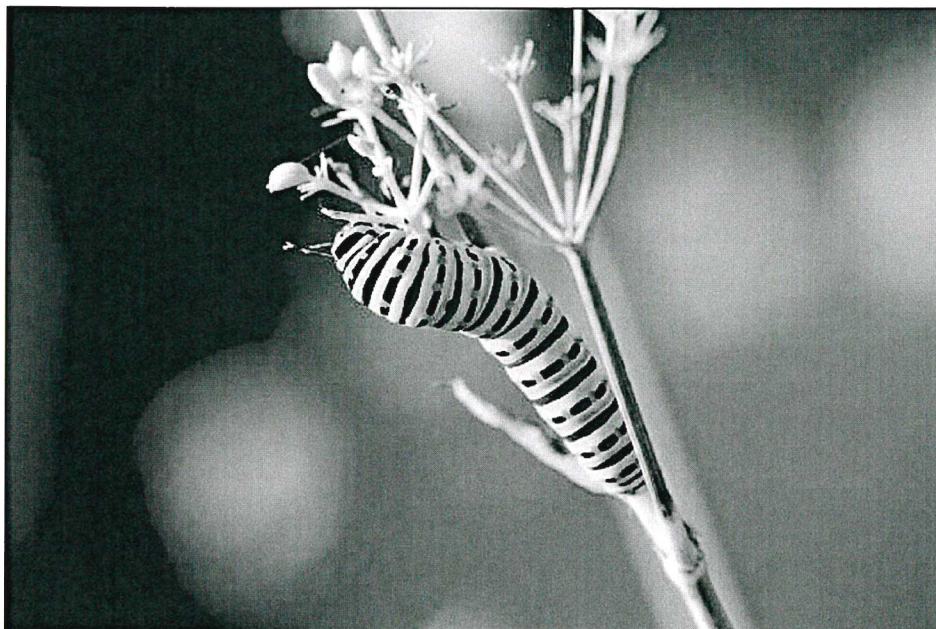
A butterfly lays eggs on a leaf.

2



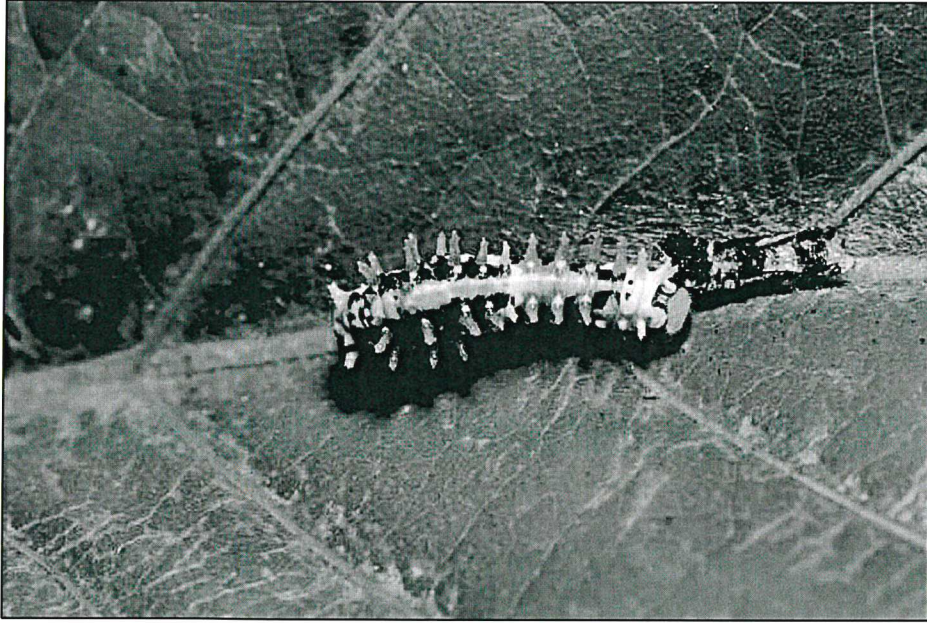
Caterpillars, or pupae, come out of the eggs.

3



Caterpillars, or pupae, come out of the eggs.

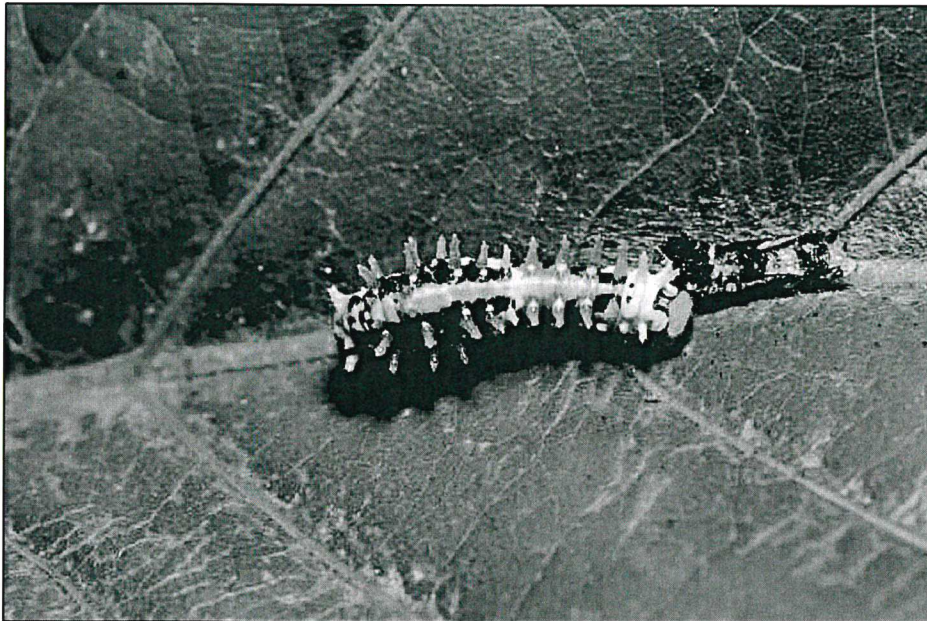
3



A caterpillar
molts its skin
when it
becomes
too tight.

The caterpillar will molt its skin.

4

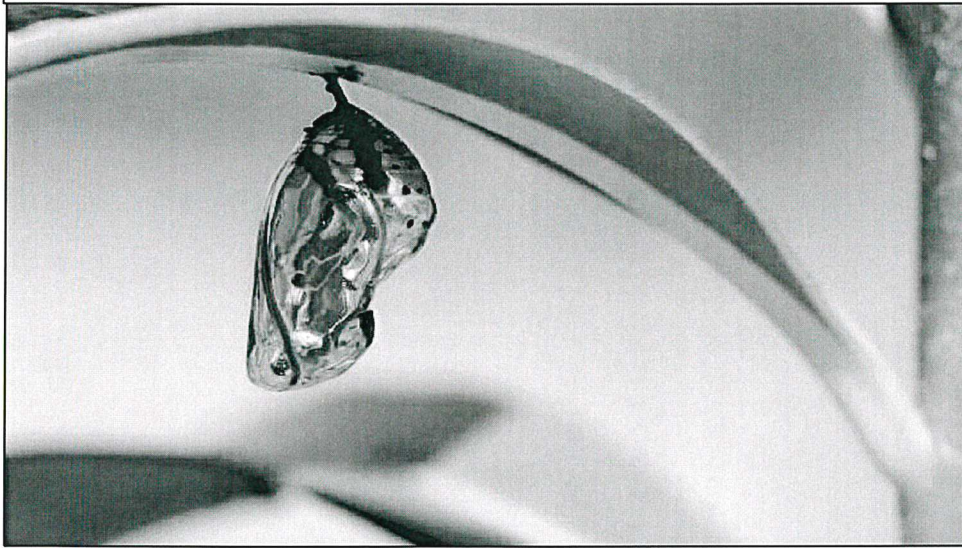


A caterpillar
molts its skin
when it
becomes
too tight.

The caterpillar will molt its skin.

4

A chrysalis can also be called a pupa.



The caterpillar is now a chrysalis.

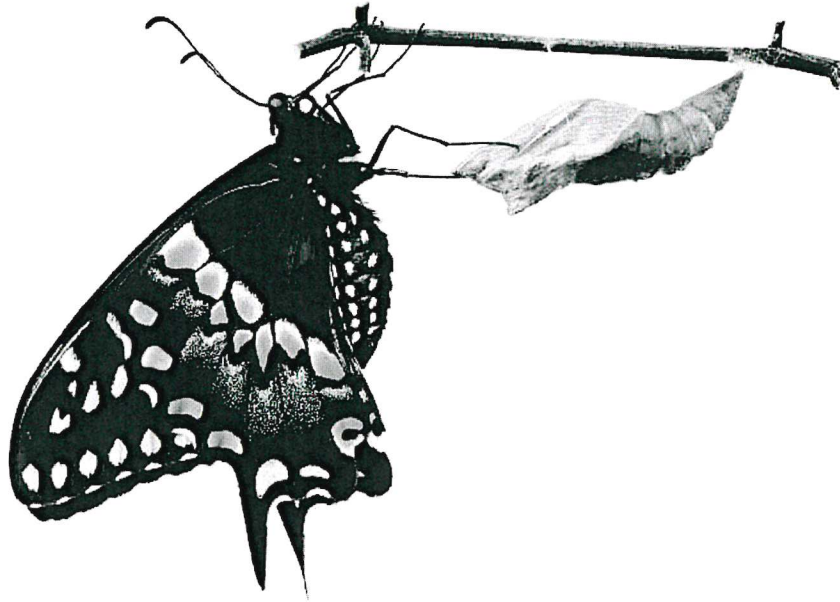
5

A chrysalis can also be called a pupa.



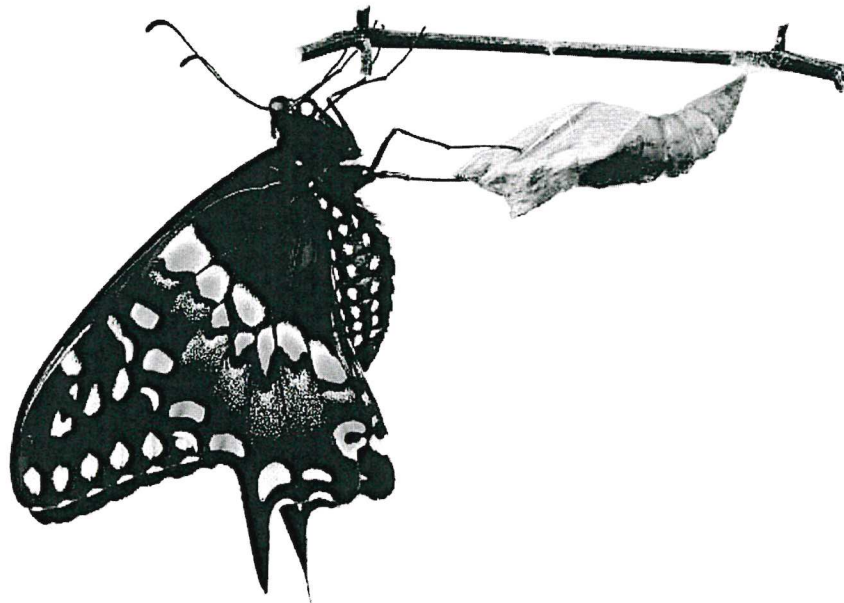
The caterpillar is now a chrysalis.

5



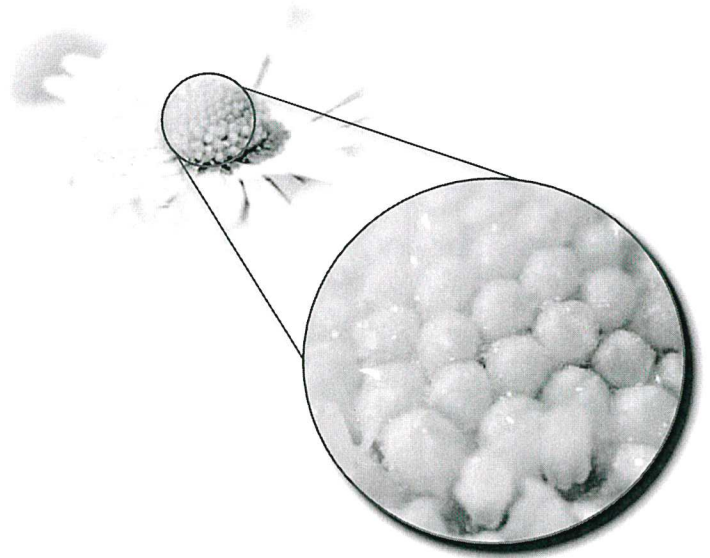
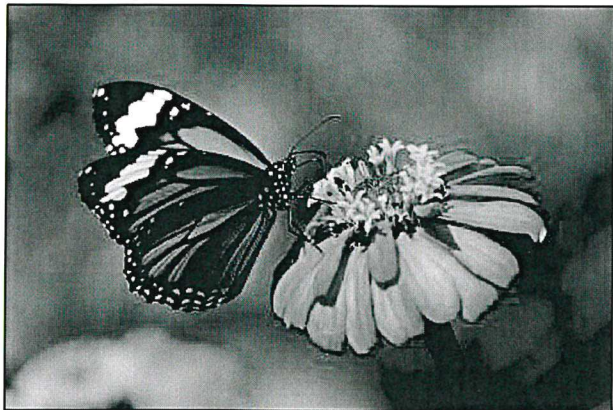
A young butterfly comes out of the chrysalis.

6



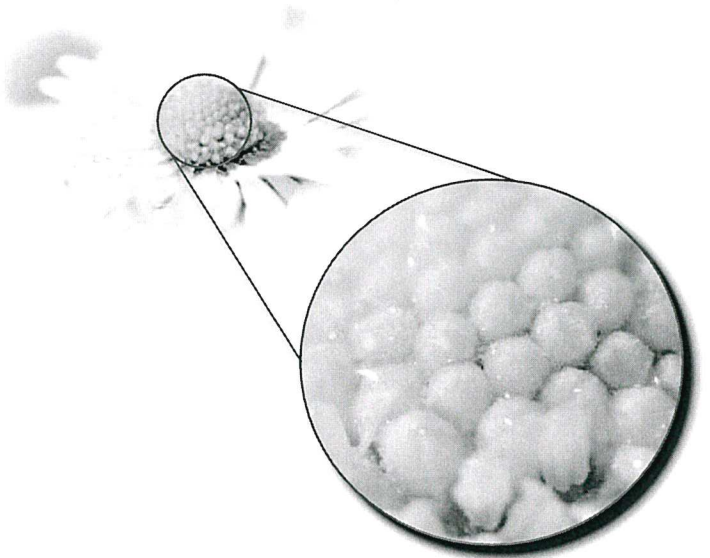
A young butterfly comes out of the chrysalis.

6



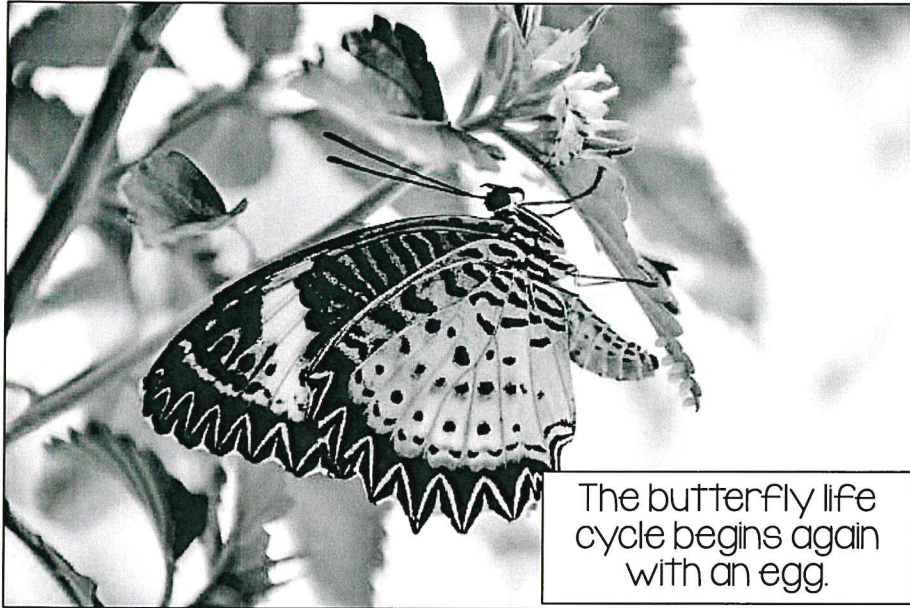
The butterfly eats nectar from flowers.

7



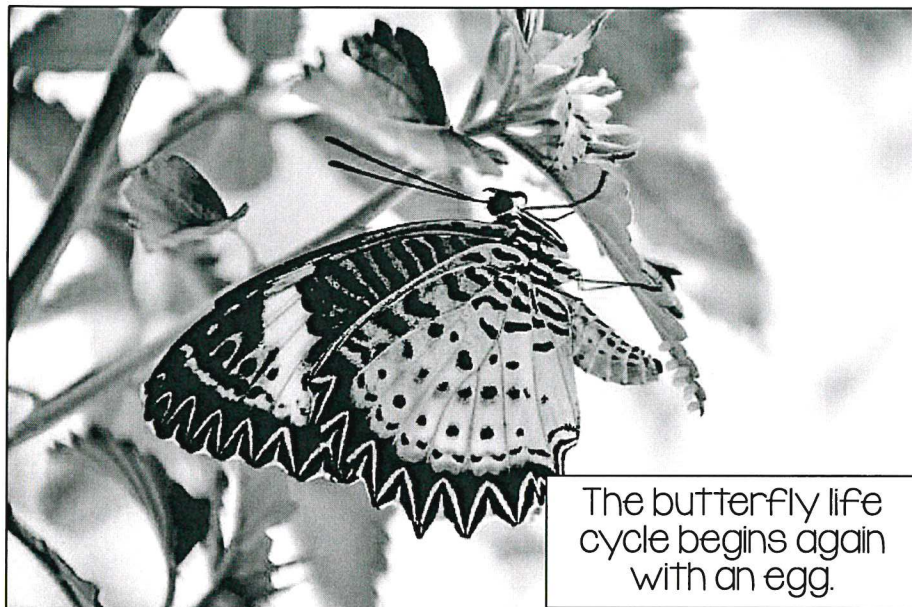
The butterfly eats nectar from flowers.

7



When it is time, the butterfly will lay its own eggs.

8



When it is time, the butterfly will lay its own eggs.

8

2nd Resource Room Group B

Reading

April 20 to May 1, 2020 Group B

Please choose 1 activity from Group A and 1 activity from Group B each day. Mark with an X when completed.

Reading Goal:

I can read at a Benchmark level D.

I can recall main idea.

I can answer questions in a read text.

Group A

| | | | | |
|-------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------|
| Read: Mouse Wants a friend. Tell 3 details in the story. | Read: Grow Vegetable Grow Do beginning blend handout. | Read: Where Plants grow. Pick 2 comprehension cards and answer the questions. | Read: Grow Vegetable Grow Do matching handout | Reread: Mouse wants a friend. Do page 6 handout. |
| Read: Where Plants grow. Pick 2 comprehension cards and answer the questions. | Read story of your choice. | Reread: Mouse wants friend. Do page 1 handout. | Read: Where Plants grow. Do Fill in the Blank handout. | Reread: Mouse wants a friend. Pick 3 comprehension stars, answer the questions. |

Group B

| | | | | |
|---------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------|-----------------------------------|------------------------------------|
| Do page 188 (short o and or) Practice Sight words #10 | Practice list #9 sight words | Do page 192 (short a and ar) | Practice word list #9 sight words | Do page 197 (Beginning consonants) |
| Do Page 188 (short o and or) | Practice word list #10 | Do page 192 (short a and ar) Practice Sight words #9 + #10 | Do page 198 (Same vowel families) | Practice word list #9 sight words |



Parents- Please take picture of completed page and either email, text, or send back to school.
Thank you very much!