

# Weekly Overview of Learning

**Year Group: 2 Week beginning: 25.3.24**

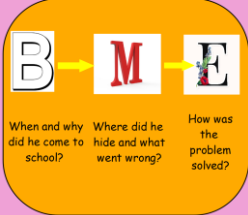

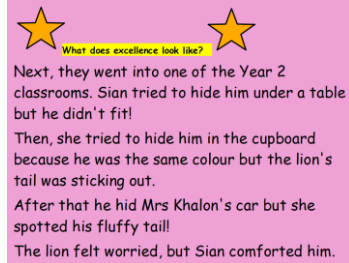

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to compose our own story.</u>	<u>LI: We are learning to compose our own story.</u>	<u>LI: We are learning to compose our own story.</u>	<u>LI: We are learning to create our own miniature book.</u>	<u>EASTER HOLIDAY</u>
<b>Speaking and Listening Focus</b>	Use simple language and sentence stems.	Use a range of complex sentences.	Adapt language to suit purpose and audience.	To read to an audience with an audible voice.	<u>EASTER HOLIDAY</u>
<b>Key vocabulary and Key Bloom's higher order thinking questions</b>	<p><u>Key Vocabulary:</u> lion Wellington setting hiding places beginning, middle, end describe recall remember</p> <p><u>Key Questions:</u> Why did the lion come to the school? How can you uplevel your description of the lion? What caused the lion to hide? Can you explain how the</p>	<p><u>Key Vocabulary:</u> lion Wellington problem hiding places beginning, middle, end describe next after that suddenly</p> <p><u>Key Questions:</u> What is the problem in the story? What places did the lion hide? Why did those places work/not work? What caused the lion to hide?</p>	<p><u>Key Vocabulary:</u> lion Wellington resolution happily ever after hiding places next after that suddenly finally</p> <p><u>Key Questions:</u> How is the problem solved in the story? What additions can we make to what we have written so far?</p>	<p><u>Key Vocabulary:</u> lion blurb hide front cover spine illustrations author book excite/engage</p> <p><u>Key Questions:</u> What features does a fictional book have? Can you explain the purpose of the feature? How can we make our book look eye-catching?</p>	<u>EASTER HOLIDAY</u>

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	characters felt?	How can we excite our reader?	How will people's feelings change? What did the lion/main characters learn in this story?	What illustrations will you draw at the end? Why did you decide to draw that part?	
<p><b>Activities</b></p> <p>Children will look back at their plans and recall their ideas. Children will reflect on the different parts they need to create a story (beginning, middle, end).</p>  <p>Children will then look at an example of how to start their own version of the story.</p>  <p>Children will then draft their beginning of their story on a whiteboard - edit it with a</p>	<p>Children to continue their second part of the story (<b><u>the hiding places around the school and the problem in the story</u></b>).</p> <p>Children will look back at their plans to recall the hiding places they selected. Class teacher will then model how to write a paragraph describing all the unsuccessful hiding places:</p>  <p>Children will then draft their story on a whiteboard - edit it with a partner and then begin</p>	<p>Children to continue their final part of the story (<b><u>how the problem is solved</u></b>).</p> <p><b><u>Children will look back at their plans and identify how the problem is solved.</u></b></p> <p>Class teacher will then model how to write a paragraph for the resolution and happy ending.</p> <p>Children will then draft their ending of the story on a whiteboard - edit it with a partner and then begin to compose it in their books.</p> <p>Children should include:</p>	<p>Children will read their complete stories to a partner and discuss their likes and dislikes.</p> <p>Children will then name the features of a fictional text and look at different books and how they are eye-catching.</p> <p>Children will then design and create their own 'mini book' of <b><u>'How to Hide a Lion at Wellington'</u></b>.</p> 	<p><b><u>EASTER HOLIDAY</u></b></p>	

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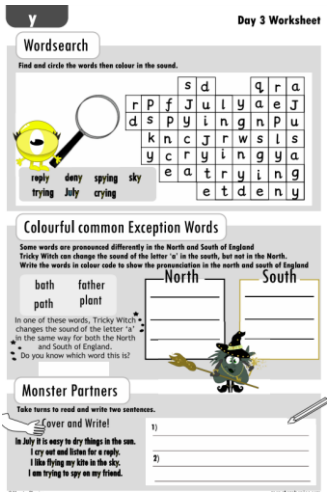
	<p>partner and then begin to compose it in their books.</p> <p>Children should include: story language, noun phrases, punctuation, feelings</p>	<p>to compose it in their books.</p> <p>Children should include time connectives:</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 2px;">next</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 2px;">after that</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 2px;">finally</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">then</div>	<p>Children should include: story language, noun phrases, punctuation, feelings</p>		
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<b>Additional Literacy Learning</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p><b>Phonics</b></p> <p>Term 2 –</p>	Review	Review	Review	Review	Review

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<p>Phonics week 9</p> <p>This week reviews the wr grapheme and adding suffixes to wr words.</p>	<p>Download the grapheme flashcards. As a class, speed read the colour-coded graphemes. Repeat with the plain-text flashcards.</p> <p><b>Teach</b></p> <p>2. Download the activity worksheet. Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes:</p> <p>television potion kind gnash measure information child gnaw</p> <p>3. Watch the video 'Why Cry Lullaby'. Ask the children to make the Yellow I (point to an eye) action every time they hear a word. Can the class recall all of the y words in the song?</p> <p>4. Use the Read-Write-Colour section of the activity worksheet to recap the y words. Ask the class to add</p>	<p>Use the PowerPoint. Use this to review the le grapheme and suffixes. Demonstrate examples of how to add suffixes sing and ed on the whiteboard. Children add suffixes in pairs on small whiteboards.</p> <p><b>Teach</b></p> <p>Download the activity. Complete the following grammar activities:</p> <p>+ ing Machine</p> <p>Time Machine</p> <p>More than One Machine</p>	<p>Review the CEWs:</p> <p>bath path father plant</p> <p>Ask the children to write these words in colour-code on the activity worksheet.</p> <p><b>Teach</b></p> 	<p>1. Watch the 'Why Cry Lullaby' video again. Today, the children are going to write their own lullaby that uses as many y words as possible, including that have added suffixes.</p> <p><b>Teach</b></p> <p>2. Download the activity worksheet. Use this as a template to write the lullaby. Include as many y words as possible, adding suffixes found with the grammar machines.</p> <p>3. Ideas Generation</p> <p>Think back to the 'Why Cry Lullaby' video for ideas of what to include in a lullaby. What would help us to sleep? Think about images of dreamland.</p>	<p>Teach</p> <p><b><u>EASTER HOLIDAY</u></b></p>
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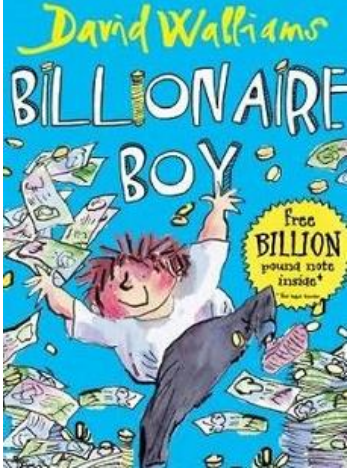
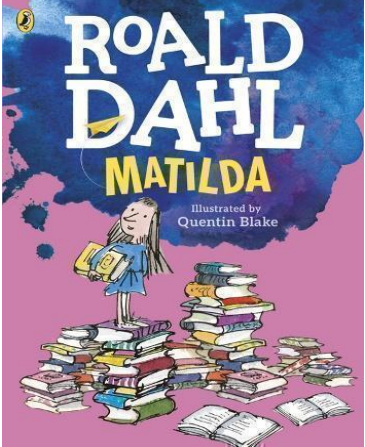
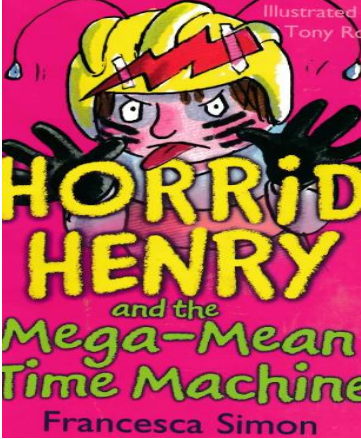
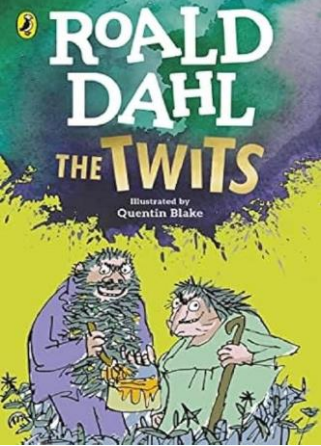
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	<p>colour-coding and write the words in the spaces. Add the rule.</p> <p><b>y</b> Day 1 Worksheet</p> <p><b>Quick Mix Review</b> Try to remember the phonics that you have already learnt. Listen to hear your teacher read the words and write each one in the box.</p> <p><b>Read-Colour-Write</b> Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>fly cry dry fry reply flying July sky try spy</p> <p>Write the words in the spaces provided</p> <p>Detective - can you find the rule? Here's a clue: The 'y' grapheme at the end of words either makes a ...</p>	<p><b>Day 2 Worksheet - Grammar Machines</b> <b>y</b></p> <p><b>Time Machine</b> Write each verb in the past tense.</p> <p>cry reply dry fly</p> <p><b>+ing Machine</b> Add the suffix ing to the end of each verb.</p> <p>try reply fry fly</p> <p><b>Third Person Machine</b> Write the plural of each noun.</p> <p>fly try deny spy</p>		<p>Model some lines of a lullaby. Try to end each line with a rhyming y word.</p> <p>It's time to sleep so you must try</p> <p>To close your eyes and fly</p> <p>To lullaby land in the sky</p> <p>4. Children complete the writing task by writing the story. Don't forget to include words from the grammar machines!</p> <p><b>Day 4 Worksheet - Writing Task</b> <b>y</b></p> <p><b>Why Cry Lullaby</b> Watch the 'Why Cry Lullaby' video. Now write a lullaby of your own. Remember to use words from the grammar machines tool</p>	
<p><b>Class Text</b> – Reading Aloud</p>	<p><b>Aspen Class –</b> <b>Billionaire Boy</b> Author - David Walliams</p>	<p><b>Chestnut Class</b> <b>Matilda</b> Author - Roald Dahl</p>	<p><b>Pine Class</b> <b>Horrid Henry and the Mega-Mean Machine</b> Author - Francesca Simon</p>	<p><b>Sycamore</b> <b>The Twits</b></p>	

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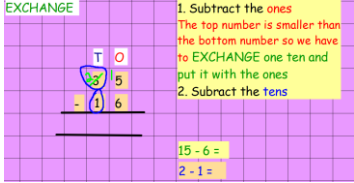
<p>10-15 mins each day</p>				<p>Author - Roald Dahl</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to use and efficient subtraction strategy. (ITAF)</u></p>	<p><u>LI: We are learning to exchange using the column method. (ITAF)</u></p>	<p><u>LI: We are learning to use different coins to make the same amount. (ITAF)</u></p>	<p><u>LI: We are learning to revise our 2s, 5s and 10 times tables.</u></p>	<p><u>GOOD FRIDAY - SCHOOL CLOSED</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary column method tens ones subtract bigger/smaller</p>	<p>Key Vocabulary column method exchange tens ones subtract</p>	<p>Key Vocabulary pence/pounds coins same amount different ways Key Questions</p>	<p>Key Vocabulary 2 times table 5 times table 10 times table multiplication Key questions</p>	

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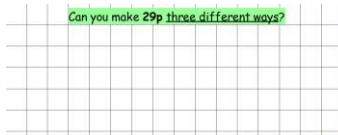
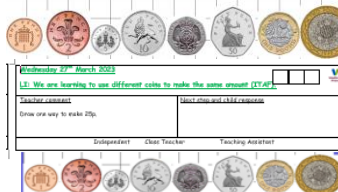
	<p><b>Key Questions</b>          What is the column method?          What are tens?          What are ones?          Are your numbers lined up correctly?          Have you checked your answer?</p>	<p>bigger/smaller  <b>Key Questions</b>          What is the column method?          What is exchanging? How do we exchange?          What are tens?          What are ones?          Are your numbers lined up correctly?          Have you checked your answer?</p>	<p>What is a pence? What is a pound?          What is the value of this coin?          What is one way to make XXp? What is another way to make XXp?          What coins can we use?</p>	<p>Can you recall the 2 times table?          Can you recall the 5 times table?          Can you recall the 10 times table?          Does this number appear in the 2s/5s/10s times table?          Why/Why not?          What is XX x XX?</p>																																														
<p><b>Activities</b></p>	<p>Today children will use the column method to subtract two two digit numbers. They will make sure the one of the top numbers is larger than the bottom number. Then, they will subtract the tens. They will be encouraged to double check their answer.</p>	<p>Continuing from yesterday's lesson, children will learn how to exchange when the top number is smaller than the bottom number. They will solve a range of different subtraction questions using the column method.</p> 	<p>Today children will recap the value of different coins and practice using different coins to make the same amount. They will then draw these different ways in their books.</p>	<p>Children will recap their 2s, 5s and 10s times tables. They will listen to different songs and complete activities on their whiteboard testing their multiplication knowledge. Then, they will make their own posters to remind them of the times tables.</p> <table border="1" data-bbox="1382 1136 1733 1369"> <thead> <tr> <th>Number</th> <th>2 Times Tables</th> <th>5 Times Tables</th> <th>10 Times Tables</th> <th>Not in the 2, 5 or 10 Times Tables</th> </tr> </thead> <tbody> <tr><td>30</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>15</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>20</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>13</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>25</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>50</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </tbody> </table>	Number	2 Times Tables	5 Times Tables	10 Times Tables	Not in the 2, 5 or 10 Times Tables	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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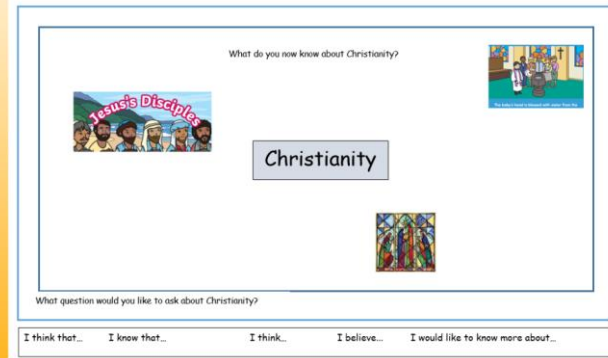
	<p>1. Subtract the <b>ones</b> (make sure the ones on top is larger than the bottom ones) 2. Subtract the <b>tens</b></p> $\begin{array}{r} \text{T} \quad \text{O} \\ 25 \\ - 12 \\ \hline \end{array}$ <p><math>5 - 2 =</math> <math>2 - 1 =</math></p> <p>1. Subtract the <b>ones</b> (make sure the ones on top is larger than the bottom ones) 2. Subtract the <b>tens</b></p> $\begin{array}{r} \text{T} \quad \text{O} \\ 68 \\ - 43 \\ \hline \end{array}$	<p><b>EXCHANGE</b></p> <p>1. Subtract the <b>ones</b> The top number is smaller than the bottom number so we have to <b>EXCHANGE</b> one ten and put it with the ones 2. Subtract the <b>tens</b></p> $\begin{array}{r} \text{T} \quad \text{O} \\ 63 \\ - 58 \\ \hline \end{array}$	<p>Can you make 29p three different ways?</p>  <p>Thursday 29<sup>th</sup> March 2024</p> <p>1. We are learning to use different coins to make the same amount (10p).</p> <p>Teacher support: _____</p> <p>Student support: _____</p> <p>Independent Class Teacher: _____</p> <p>Teaching Assistant: _____</p>  <ol style="list-style-type: none"> <li>Can you make 12p <u>3</u> different ways?</li> <li>Can you make 17p <u>2</u> different ways?</li> <li>Can you make 21p <u>2</u> different ways?</li> <li>Can you make 34p <u>3</u> different ways?</li> <li>Can you make 50p <u>3</u> different ways?</li> <li>Can you make 100p <u>3</u> different ways?</li> </ol>	<p><b>Times Tables!</b></p> <p>2</p> <p>10</p> <p>5</p> <table border="1"> <tr> <td>1 x 2 = 2</td> <td>2 x 2 = 4</td> <td>3 x 2 = 6</td> <td>4 x 2 = 8</td> <td>5 x 2 = 10</td> <td>6 x 2 = 12</td> <td>7 x 2 = 14</td> <td>8 x 2 = 16</td> <td>9 x 2 = 18</td> <td>10 x 2 = 20</td> </tr> <tr> <td>1 x 5 = 5</td> <td>2 x 5 = 10</td> <td>3 x 5 = 15</td> <td>4 x 5 = 20</td> <td>5 x 5 = 25</td> <td>6 x 5 = 30</td> <td>7 x 5 = 35</td> <td>8 x 5 = 40</td> <td>9 x 5 = 45</td> <td>10 x 5 = 50</td> </tr> <tr> <td>1 x 10 = 10</td> <td>2 x 10 = 20</td> <td>3 x 10 = 30</td> <td>4 x 10 = 40</td> <td>5 x 10 = 50</td> <td>6 x 10 = 60</td> <td>7 x 10 = 70</td> <td>8 x 10 = 80</td> <td>9 x 10 = 90</td> <td>10 x 10 = 100</td> </tr> </table>	1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10	6 x 2 = 12	7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20	1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25	6 x 5 = 30	7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50	1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50	6 x 10 = 60	7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100	
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b><u>Tra8ins- Lesson 2</u></b></p> <p><b><u>LI: We are learning to mimic train rhythms.</u></b></p> <p>In this lessons of trains, we will continue to use train/ travel sounds to inspire music.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Perform different rhythm durations.</li> <li>• Layer up ideas to create a piece.</li> <li>• Perform volume changes.</li> <li>• Follow a conductor.</li> </ul> <p>We will be particularly focusing on crescendo and diminuendo (getting louder and quieter). We will compose our own train piece of music following the conductor getting louder and quieter ad then draw a diagram of the piece of music we have created.</p> <div data-bbox="309 1085 705 1244"> <p>Can you think of any sounds a train makes?</p>  </div>	<p><b><u>LI: We are learning to identify what we now know about Christianity.</u></b></p> <p>In this lesson children will reflect on their learning and complete their reflection frame.</p> <p><b>Task - write down more than 5 key moments in your learning about Christianity.</b></p> <div data-bbox="728 678 1467 1157"> <p>WC: Monday 25<sup>th</sup> March 2024 LI: We are learning to identify what we now know about Christianity.</p>  <p><b>Then - share your frame with a friend.</b></p> </div>	<p><b><u>Fitness - Lesson 6</u></b></p> <p><b><u>LI - We are learning to develop stamina and change of direction.</u></b></p> <p>Social: to encourage and support others to keep trying when they find things difficult. Emotional: to persevere with the skipping challenges. Thinking: to identify challenges that I find difficult.</p> <p><b><u>Gymnastics - Lesson 6</u></b></p> <p><b><u>LI: We are learning how to use shapes to create balances</u></b></p> <p><b><u>Whole Child Objectives</u></b></p> <p>Social: to work safely with others. Emotional: To work independently to create my own balances. Thinking: to use imagination to create and explore balances .</p>

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## Art – Kapow

### Art- Easter cards

In Art this week, we will be creating spring/ Easter cards.

We will be using different Art skills such as cutting, sticking, collaging and designing.

We will choose someone to give this card to.



## PSHE - Jigsaw

### PSHE- Healthy ME Piece 4

In PSHE this week, we will be discussing how to make healthy choices.

This includes looking at the different food groups and how to keep our diets balanced.

We will then be using what we have learnt and plan what we would put in our lunch box.

Children can draw and label what they would put inside and their peers would decide if they would like to eat this lunch.

Date: Week commencing: 25<sup>th</sup> March 2024

L1: We are learning to identify which foods are good for us and sort into food groups.

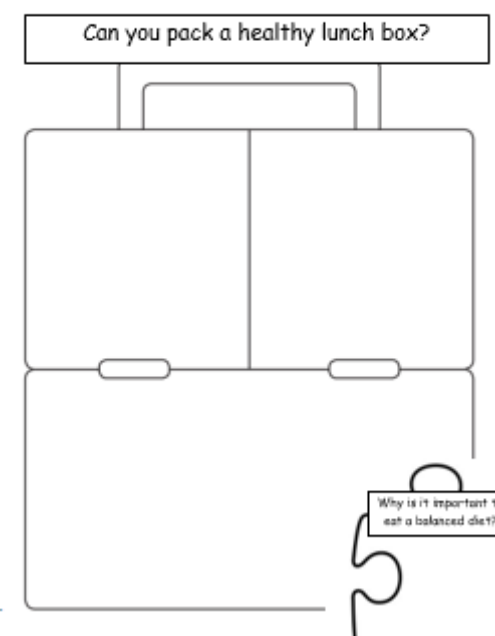
Puzzle: Healthy Me

Piece: 1 2 3 4 5 6

Supply: HLTA

Independent Class Teacher Teaching Assistant

Can you pack a healthy lunch box?



Why is it important to eat a balanced diet?

The diagram shows a lunch box with a grid inside. The grid is divided into two columns and two rows. The top row is for drawing and labeling items to put in the lunch box. The bottom row is for drawing and labeling items to put in the lunch box. The grid is connected to a box at the top that says 'Can you pack a healthy lunch box?' and a box at the bottom that says 'Why is it important to eat a balanced diet?'.

Science - Wellington Curriculum

Computing – Barefoot and Teach Computing

# Weekly Overview of Learning

Year Group: 2 Week beginning: 25.3.24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

## Science- Human Survival Final lesson

This week, in Science we will be showing what we know now about human survival by completing an end of Topic quiz. This will include questions about humans needs, the human lifecycle and healthy choices.

How long should we exercise for every day? Tick one.

10 minutes  
 30 minutes  
 1 hour  
 2 hours

Match these exercises to their type.

sit up	aerobic
tee touch	balancing
running	strengthening
surfing	stretching

Which type of exercise keeps our heart and lungs healthy? Tick one.

aerobic  
 balancing  
 strengthening  
 stretching

We will then be using what we have found out in the quiz to complete a defining frame showing what we know and what we still would like to find out.

Week commencing: Monday 25<sup>th</sup> March 2024

1. We are learning to identify what we now know about human survival.

What do you now know about human survival?

Human Survival

What questions do you still have about human survival?

## Data and information - Lesson 4

### LI: We are learning to create an attribute.

During this lesson, we will be collecting data from our peers in the classroom. We will be asking each other for our favourite colours and collecting this data using tallies.

We will then use this data to create our own pictograms.

Creating a tally

Introduction  
Add your chosen colours to the tally chart below. Use the tally chart to record the objects that you see.

Colour	Tally	Total
<input type="text"/>		
<input type="text"/>		
<input type="text"/>		
<input type="text"/>		
Other		

be collecting data from our peers in the classroom. We will be asking each other for our favourite colours and collecting this data using tallies.

We will then use this data to create our own pictograms.

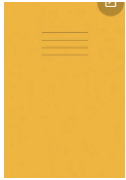


Homework






# Weekly Overview of Learning

**Year Group: 2 Week beginning: 25.3.24**

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Homework is set on a **Thursday** and due back on a **Monday** and is set in the yellow homework book.

Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p style="text-align: center;"><b>Reading</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every <b>Monday</b>.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to <b>Bug Club</b> and <b>Reading Eggs</b>.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p style="text-align: center;"><b>Spellings</b></p> <p>Please make sure your child's spelling book is in their book bag on their spelling test day.</p> <div style="text-align: center;">  </div>	<div style="text-align: center;">  </div> <p><b><u>Doodle Maths</u></b></p> <p>Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most.</p> <p>Work to reach your target – are you in the <b>green</b> zone yet?</p>	<div style="text-align: center;">  </div> <p>Monster Phonics have now launched an online reading platform where you can access Monster Phonic books online.</p> <p>Please see purple reading task book for logins.</p>

# Weekly Overview of Learning

Year Group: 2 Week beginning: 25.3.24

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			<p>Please select an area below to access the eBooks.</p> <table border="1"><tr><td><b>Guide to the Reading Book Stages</b></td><td></td><td><b>Fiction STAGES 1 - 10</b></td><td></td></tr><tr><td><b>Non Fiction STAGES 1 - 10</b></td><td></td><td><b>Foundations for Nursery PRE-STAGE 1</b></td><td></td></tr><tr><td><b>Comics to Consolidate FOR AFTER STAGES 1 - 10</b></td><td></td><td><b>Meet the Monsters BOOKS TO SHARE &amp; READ ALOUD</b></td><td></td></tr></table> <h3>Competitions &amp; Challenges</h3> <p><b>WIN PRIZES</b></p> <p><b>WELCOME MARCH</b></p> <h4>March Writing Challenge!</h4> <p>National science week is during March so we would like you to create a fact file about a famous scientist!</p> <p>You might include; images, labels, subheadings, captions and fact boxes.</p> <table border="1"><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	<b>Guide to the Reading Book Stages</b>		<b>Fiction STAGES 1 - 10</b>		<b>Non Fiction STAGES 1 - 10</b>		<b>Foundations for Nursery PRE-STAGE 1</b>		<b>Comics to Consolidate FOR AFTER STAGES 1 - 10</b>		<b>Meet the Monsters BOOKS TO SHARE &amp; READ ALOUD</b>									
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