

MON. FEB. 18TH

TUE. FEB. 19TH

WED. FEB. 20TH

THU. FEB. 21ST

FRI. FEB. 22ND

**CLASSES ARE  
OFF**

## President's Day

Reading  
**Q3W7 (25) Text Features, Pt. 2 (Glossaries, Index, Tables of Contents)**

### Standards

**LAFS.2.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Florida Language Arts Florida Standards (LAFS)

**LAFS.2.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Florida Language Arts Florida Standards (LAFS)

**LAFS.2.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Reading  
**Text Features, Pt. 2 (Glossaries, Index, Tables of Contents)**

### Standards

**LAFS.2.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Florida Language Arts Florida Standards (LAFS)

**LAFS.2.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Florida Language Arts Florida Standards (LAFS)

**LAFS.2.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Reading  
**Text Features, Pt. 2 (Glossaries, Index, Tables of Contents)**

### Standards

**LAFS.2.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Florida Language Arts Florida Standards (LAFS)

**LAFS.2.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Florida Language Arts Florida Standards (LAFS)

**LAFS.2.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Reading  
**Text Features, Pt. 2 (Glossaries, Index, Tables of Contents)**

### Assessment Information

#### Whole Group SIPPS: Lesson 68

Ready Reading WB: Pg. 196-201

**Today we are going to read a magazine article and use what we have learned about text features to find key facts and information.**

**Read:** Kids on the High Seas (15 min)

**You are going to read the magazine article independently and use what you have learned to think and write about the text. As you read, remember to look for text features to help you find key facts in the article and understand important ideas.**

**Think:** 10 min  
Pg. 198-199

**Write:** Extended Response (15 min)  
Pg. 200-201

- **Spelling Test (F)**

 challenge 68.ink

### Centers

Center 1 - write spelling words 5 times  
Center 2 - iReady Reading  
Center 3 - write animal facts in own words  
Center 4 - IXL S.1, S.2

### Writing Informational Writing: Lab Report

### Standards

**LAFS.2.L.1.2** Demonstrate command of the conventions of

- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Florida Language Arts Florida Standards (LAFS)

**LAFS.K12.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Florida Language Arts Florida Standards (LAFS)

### Students Will

Know and use various text features (e.g., glossaries, indexes, electronic menus) to locate key facts or information in a text efficiently. (2.RI.2.5)

### Materials

Ready Reading Workbook

### Whole Group

SIPPS: Lesson 66

Watch: [Text Features , Part 1 \(Level B\)](#).

Ready Reading WB: Pg. 188-189

Read: Text Features, Part 2 (Glossaries, Indexes, Tables of Contents) 10 min

**When you read nonfiction text, you'll see text features. Knowing what text features are and how you use them will help you find key facts and ideas.**

**To find key facts and ideas in an informational text, use text features such as a table of contents, glossary, and index to help you.**

Quick Write  
challenge 66.ink

### Small Group

Think: 10 min  
Pg. 189

### Individual Work

Florida Language Arts Florida Standards (LAFS)

**LAFS.K12.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Florida Language Arts Florida Standards (LAFS)

### Students Will

Know and use various text features (e.g., glossaries, indexes, electronic menus) to locate key facts or information in a text efficiently. (2.RI.2.5)

### Materials

Ready Reading Workbook

### Whole Group

SIPPS: Lesson 67

Ready Reading WB: Pg. 190-191,194

**Today we will read a science text. Notice that it has several text features, including a table of contents, a glossary, and words in bold print. First, we'll read to understand what the author says. Then we'll read to use the text features to help you understand what you read.**

Read: Hot Air Balloons (10 min)

After reading use the following clarifying questions:

- **What is this text mainly about?** (hot air balloons).
- **How does a hot air balloon rise?** (hot hair from a flame fills the envelope of the balloon.)
- **In which part of the hot air balloon do people ride?** (they ride in the basket.)

challenge 67.ink

### Small Group

Think: 10 min Graphic Organizer: Two Column Chart Students will work together on page 191.

Talk: 5 min

Florida Language Arts Florida Standards (LAFS)

**LAFS.K12.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Florida Language Arts Florida Standards (LAFS)

### Students Will

Know and use various text features (e.g., glossaries, indexes, electronic menus) to locate key facts or information in a text efficiently. (2.RI.2.5)

### Materials

Ready Reading Workbook

### Whole Group

Ready Reading WB: Pg. 192-193,195

Today you will read another science text. First you will read to understand what the text is about. Then, you will reread with a partner to make sure you understand the information that you read using text features.

Read: Bullet Trains (10 min)

- **What is the text mainly about?** (modern bullet trains)
- **Why do people ride on bullet trains?** (Bullet trains are the fastest trains in the world.)
- **Where are bullet trains used?** (In different countries and cities around the world.)

### Small Group

Think: 10 min  
Students will work together on pg 193 (in partnerships.)

### Individual Work

Write: Short Response (10 min)  
Students will work on pg 195 individually.

### Centers

Center 1 - write spelling words 5 times  
Center 2 - iReady Reading  
Center 3 - write animal facts in own words

standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Florida Language Arts Florida Standards (LAFS)

**LAFS.2.W.1.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Florida Language Arts Florida Standards (LAFS)

### Engage

### Explore

I Ready Workbook Lesson 5 Step 2: Unpack your assignment page 126-127 (continue previous day activity)

Use the guided margins for additional instruction when reading the text

Grammar: Contractions Quiz  
Contractions Quiz.doc

### Explain

Informational Writing uses facts to tell about something real

### Extend

### Evaluate

## Math Partitioning Shapes

### Standards

**MAFS.2.G.1.1** Recognize and draw shapes having specified

**Quick Write:** (5 minutes)  
Have students write a response to the following prompt:

**Think about which of these three text features would be most helpful if you were trying to find out if a book had information on how a scooter works. Write a paragraph describing the text feature that would be most helpful to you and explain how it could help.**

Ask students to share their responses.

**Wrap Up:**  
In the next section, we'll read a science text. To help us find key facts and information, we will use text features. Understanding how to use text features can help us better understand what we read.

### Centers

Center 1 - write spelling words 5 times  
Center 2 - iReady Reading  
Center 3 - write animal facts in own words  
Center 4 - IXL S.1, S.2

### Spelling Words (List 20)

horn  
story  
fork  
score  
store  
corn  
morning  
shore  
short  
born

### Writing Informational Writing: Lab Report

#### Standards

**LAFS.2.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.

Ask the students to discuss the following prompt and then review together.

**How can a table of contents and a glossary help you understand the information in a book? Talk about your ideas with a partner?**

### Individual Work

**Write:** Short Response (10 min)

**How can the table of contents and glossary in Hot Air Balloons help you locate and understand the information in the book?**

Answers will be written on page 194.

### Centers

Center 1 - write spelling words 5 times  
Center 2 - iReady Reading  
Center 3 - write animal facts in own words  
Center 4 - IXL S.1, S.2

### Spelling Words (List 20)

horn  
story  
fork  
score  
store  
corn  
morning  
shore  
short  
born

### Writing Informational Writing: Lab Report

#### Standards

**LAFS.2.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.

Center 4 - IXL S.1, S.2

### Spelling Words (List 20)

horn  
story  
fork  
score  
store  
corn  
morning  
shore  
short  
born

### Writing Informational Writing: Lab Report

#### Standards

**LAFS.2.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Florida Language Arts Florida Standards (LAFS)

**LAFS.2.W.1.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Florida Language Arts Florida Standards (LAFS)

### Engage

#### Explore

I Ready Workbook Lesson 5 Step 2: Unpack your assignment page 126-127 (2 day activity)

attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Florida Mathematics **MAFS.2.G.1.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Florida Mathematics

### Students Will

- Recognize and draw various shapes
- Partition circles and rectangles into halves, thirds, and fourths

### Explain Shapes Summative Assessment

Review  
Test Worth 20pts.

### Evaluate

- Shapes (S)

### Centers

Center 1 - suns addition game boxes  
Center 2 - iReady Math  
Center 3 - fraction foldable  
Center 4 - IXL: U.1-U.4

### Social Studies Citizenship

#### Standards

**SS.2.C.2.1** Identify what it means to be a United States citizen either by birth or by naturalization. Florida Social Studies  
**SS.2.C.2.2** Define and apply the characteristics of responsible citizenship. Florida Social Studies

### Students Will

- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Florida Language Arts Florida Standards (LAFS)

**LAFS.2.W.1.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Florida

Language Arts Florida Standards (LAFS)

### Engage

### Explore

I Ready Workbook Lesson 5 Step 1: Learn about Informational Writing page 124-125 (continue from previous day)

Use the guided margins for additional instruction when reading the text

**Grammar:** Writing Workbook pages 212-213

### Explain

Informational Writing uses facts to tell about something real

### Extend

Class discussion: How is a lab report similar to other informational writing you have done?

### Evaluate

## Math

### Partitioning Shapes

#### Standards

**MAFS.2.G.1.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons,

Use the guided margins for additional instruction when reading the text

**Grammar:** Kahoot:

Contractions  
<https://create.kahoot.it/k/8d4e8baf-8f6a-4daf-a000-97064c8bd135>  
 or <https://create.kahoot.it/k/8a96b20f-85c8-4d6e-9a58-1721f37422cf>

### Explain

Informational Writing uses facts to tell about something real

### Extend

Class discussion: What does a lab report tell us about?

### Evaluate

## Math

### Partitioning Shapes

#### Standards

**MAFS.2.G.1.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Florida Mathematics

**MAFS.2.G.1.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Florida Mathematics

#### Students Will

- Recognize and draw various shapes
- Partition circles and rectangles into halves, thirds, and fourths

#### Engage

Fractions  
 Song: <https://safeshare.tv/x/s5c643338bf1cb>

- define and provide examples of citizen and citizenship.
- discuss the two ways people can be United States citizens.
- list personal and civic responsibilities.
- apply their knowledge of citizenship and responsibilities to define and provide examples of participation.

#### Individual Work

Students will complete Citizenship Test (**summative**).

#### Materials

📎 citizenship test.docx

## Science

### Forms of Energy

#### Standards

**SC.2.P.10.1** Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars. Florida Science

#### Students Will

- identify ways people use the energy from the sun, wind, and water.
- match an object with its energy source (e.g., hair dryer-electricity, animals-food, car-gas, calculator-sun).
- explain various ways people need and use energy (e.g., cooking food, heating/cooling homes, powering cars, cooling off).

#### Individual Work

Students will complete Energy Test (**summative**).

#### Materials

📎 energy test.doc

Florida Language Arts Florida Standards (LAFS)

**LAFS.2.W.1.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Florida Language Arts Florida Standards (LAFS)

### Engage

### Explore

I Ready Workbook Lesson 5 Step 1: Learn about Informational Writing page 124- 125 (2 days activity)

Use the guided margins for additional instruction when reading the text

**Grammar:**

Contractions Video #1  
<https://www.youtube.com/watch?v=5xE-vw2ctqo>

Contractions PPT (4 slides)  
 📎 Tuesday -Mini Lesson PowerPoint  
 Contractions.pptx

### Explain

Informational Writing uses facts to tell about something real

### Extend

### Evaluate

## Math

### Partitioning Shapes

---

## Standards

**MAFS.2.G.1.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Florida Mathematics

**MAFS.2.G.1.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Florida Mathematics

---

## Students Will

- Recognize and draw various shapes
- Partition circles and rectangles into halves, thirds, and fourths

---

## Engage

Fractions for 2nd

Grade: <https://safeshare.tv/x/ss5c643254f19e9>

---

## Explain

**Fractions INB (students get 4 pgs ea)**

- Teacher and Students will work on finding the shapes that represent one-half and one-third shapes together and glue them behind the correct foldable.
- Students will partner up to find the shapes that are shaded in to represent one-fifth and glue them under the correct foldable.
- Students will independently find the shapes that are shaded in to represent one-fourth and glue them under the correct foldable.

---

## Explore

Center 1 - suns addition game boxes

Center 2 - iReady Math

Center 3 - fraction foldable

Center 4 - IXL: U.1-U.4

---

## Evaluate

hexagons, and cubes. Florida Mathematics

**MAFS.2.G.1.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Florida Mathematics

---

## Students Will

- Recognize and draw various shapes
- Partition circles and rectangles into halves, thirds, and fourths

---

## Engage

Partitioning

Shapes: <https://safeshare.tv/x/ss5c6432c002726>

---

## Explain

**Color and Label the Fraction INB (2 pgs ea)**

- Teacher will model the first page by showing how to label, color, and write the correct fraction under the foldable. Look at the PDF for an example.
- Students will work on the next three fractions with a partner.
- Students will do the last three by themselves.

---

## Explore

Center 1 - suns addition game boxes

Center 2 - iReady Math

Center 3 - fraction foldable

Center 4 - IXL: U.1-U.4

---

## Evaluate

- Color and Label the Fractions INB (I)

---

## Social Studies Citizenship

---

### Standards

**SS.2.C.2.1** Identify what it means to be a United States citizen either by birth or by naturalization. Florida Social Studies

---

## Explain

**Fun with Frogs Fractions Packet**

- Teacher will explain the vocabulary on the first page of the packet.
- Teacher will break students up into groups to complete the packet together. Give them a time limit.
- Teacher and students can review the answers after the time is up.

---

## Explore

Center 1 - suns addition game boxes

Center 2 - iReady Math

Center 3 - fraction foldable

Center 4 - IXL: U.1-U.4

---

## Evaluate

- Fun with Frogs Fractions Packet (I)

---

## Social Studies Citizenship

---

### Standards

**SS.2.C.2.1** Identify what it means to be a United States citizen either by birth or by naturalization. Florida Social Studies

**SS.2.C.2.2** Define and apply the characteristics of responsible citizenship. Florida Social Studies

---

## Students Will

- define and provide examples of citizen and citizenship.
- discuss the two ways people can be United States citizens.
- list personal and civic responsibilities.
- apply their knowledge of citizenship and responsibilities to define and provide examples of participation.

---

## Whole Group

Review what students know about citizenship and citizens' rights and responsibilities.

---

## Small Group

- Fraction Foldable (I)

---

## Social Studies Citizenship

---

### Standards

**SS.2.C.2.1** Identify what it means to be a United States citizen either by birth or by naturalization. Florida Social Studies

**SS.2.C.2.2** Define and apply the characteristics of responsible citizenship. Florida Social Studies

---

### Students Will

- define and provide examples of citizen and citizenship.
  - discuss the two ways people can be United States citizens.
  - list personal and civic responsibilities.
  - apply their knowledge of citizenship and responsibilities to define and provide examples of participation.
- 

### Whole Group

Review what students know about citizenship and citizens' rights and responsibilities.

Access <https://study.com/academy/lesson/civic-duty-lesson-for-kids-definition-examples.html> and read the article together as a class.

After reading the article together, have students answer the questions about civic duties on the mini worksheet.

---

### Materials

📎 civic duties mini worksheet.docx

---

## Science Forms of Energy

---

### Standards

**SC.2.P.10.1** Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Florida Science

**SS.2.C.2.2** Define and apply the characteristics of responsible citizenship. Florida Social Studies

---

### Students Will

- define and provide examples of citizen and citizenship.
  - discuss the two ways people can be United States citizens.
  - list personal and civic responsibilities.
  - apply their knowledge of citizenship and responsibilities to define and provide examples of participation.
- 

### Whole Group

Review what students know about citizenship and citizens' rights and responsibilities.

Read the Ducksters article about citizenship again at [https://www.ducksters.com/history/us\\_government/being\\_a\\_us\\_citizen.php](https://www.ducksters.com/history/us_government/being_a_us_citizen.php) and play **candy questions** with students (read each question, pick a student to answer, and allow the student to get candy if answering correctly).

---

### Materials

📎 Candy Questions becoming a US citizen.docx

---

## Science Forms of Energy

---

### Standards

**SC.2.P.10.1** Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Florida Science

---

### Students Will

- identify ways people use the energy from the sun, wind, and water.
  - match an object with its energy source (e.g., hair dryer-electricity, animals-food, car-gas, calculator-sun).
  - explain various ways people need and use energy (e.g., cooking food, heating/cooling homes, powering cars, cooling off).
- 

### Whole Group

Students will compete in teams to play Citizenship Kahoot game: <https://create.kahoot.it/share/citizenship/9ff6046c-dfcd-483e-9ee0-db0ed3466a4c>

---

### Materials

iPads/computers

---

## Science Forms of Energy

---

### Standards

**SC.2.P.10.1** Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Florida Science

---

### Students Will

- identify ways people use the energy from the sun, wind, and water.
  - match an object with its energy source (e.g., hair dryer-electricity, animals-food, car-gas, calculator-sun).
  - explain various ways people need and use energy (e.g., cooking food, heating/cooling homes, powering cars, cooling off).
- 

### Whole Group

Discuss **solar energy** and visit <https://www.alliantenergykids.com/RenewableEnergy/SolarEnergy> to learn about solar panels (**link has video at bottom of page**).

Discuss all forms of energy learned this week as review. Have students compete in two teams to play energy jeopardy game.

---

### Materials

📎 energy jeopardy.ppt

---

### Students Will

- identify ways people use the energy from the sun, wind, and water.
- match an object with its energy source (e.g., hair dryer-electricity, animals-food, car-gas, calculator-sun).
- explain various ways people need and use energy (e.g., cooking food, heating/cooling homes, powering cars, cooling off).

---

### Whole Group

Review video link as needed about **forms of energy**; discuss ways students use energy in their lives or have seen it used. <https://safeshare.tv/x/s5c5c9e6edc82e#>

---

### Small Group

Students will complete forms of energy foldable.

---

### Materials

Use **pg 7** of attached doc't



FormsofEnergyLightSoundandHeatforPrimaryLearners.pdf

Using the following link, discuss **hydropower**, or the ability to get energy from water. <https://www.ducksters.com/science/environment/hydropower.php> Also, review what students know about other forms of energy.

---

### Small Group

Students will complete forms of energy sorting sheet

---

### Materials

Use **pg 22** of attached doc't



FormsofEnergySetwithHeatLightandSoundGrades123.pdf