

T3 → Week 2: January 11-15, 2021: Weekly Assignments

Date	Daily agenda and to do list
Monday January 11, 2021 9:00am - 12:00pm	<input type="checkbox"/> Math: U3M1L4 Sticks & Bundles - Part 1 <input type="checkbox"/> Skills Block: Fluency (M2C12L59) <input type="checkbox"/> ELA Module: Tracking and Sharing Our Finished Book
Tuesday January 12, 2021 9:00am - 12:00pm	<input type="checkbox"/> Math: U3M1L4 Sticks & Bundles - Part 2 (Split Strategy) <input type="checkbox"/> Skills Block: Decoding, Fluency, and Spelling: End of Module 2 Assessment <input type="checkbox"/> ELA Module: What is a fossil? (M2U1L1)
Wednesday January 13, 2021 9:00am - 12:00 pm	<input type="checkbox"/> Math: U3M1L5 Stick Flash <input type="checkbox"/> Skills Block: Words Rule (M3C13L61) <input type="checkbox"/> ELA Module: Close Read-aloud, Session 1: <i>Stone Girl, Bone Girl</i> (M2U1L2)
Thursday January 14, 2021 9:00am - 12:00 pm	<input type="checkbox"/> Math: U3M1L5 - WP 3B Five in a Row, Steps & Leaps <input type="checkbox"/> Skills Block: Engagement Text to Decodables (M3C13L62) <input type="checkbox"/> ELA Module: Close Read-aloud, Session 2: <i>Stone Girl, Bone Girl</i> , Pages 1-4 (M2U1L3)
Friday January 15, 2021 11:10am - 12:10 pm	<input type="checkbox"/> Crew: Aloha Friday <input type="checkbox"/> Weekly Word Review <input type="checkbox"/> Progress Monitoring



I can read a book for 15 minutes a day.

Day of the Week:	Name of book	How long did you read?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Name: _____ Date: Monday, January 11, 2021 Math
U3M1L4: Sticks and Bundles

 I can demonstrate an understanding that the digits in a 3-digit number represent amounts of hundreds, tens, and ones. (2.NBT.1)

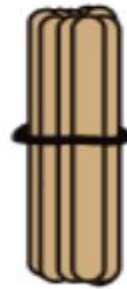
Vocabulary: legend (key), split strategy

Directions: Read the legend or key below of what ones and tens look like. Count and combine the sticks by adding them together. Then, fill in the table below. (See example.)

Legend (Key):

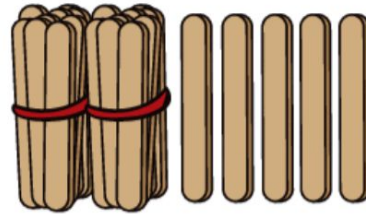
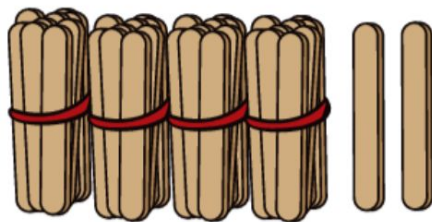


= One (1)



= Ten (10)

Example: 1.



$$42 + 25 = \underline{\quad}$$

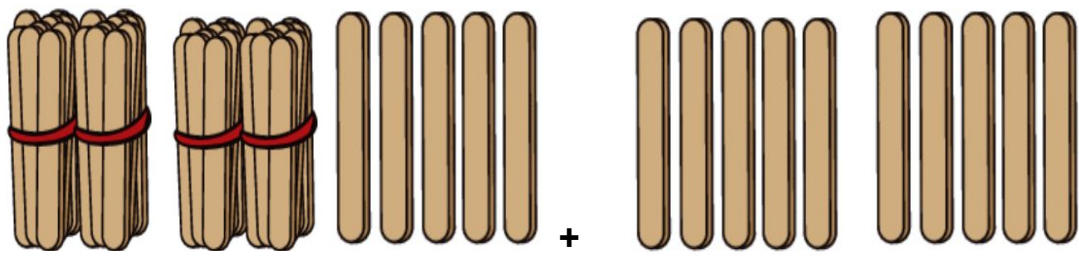
$$10 + 10 + 10 + 10 + 2 = 42$$

+

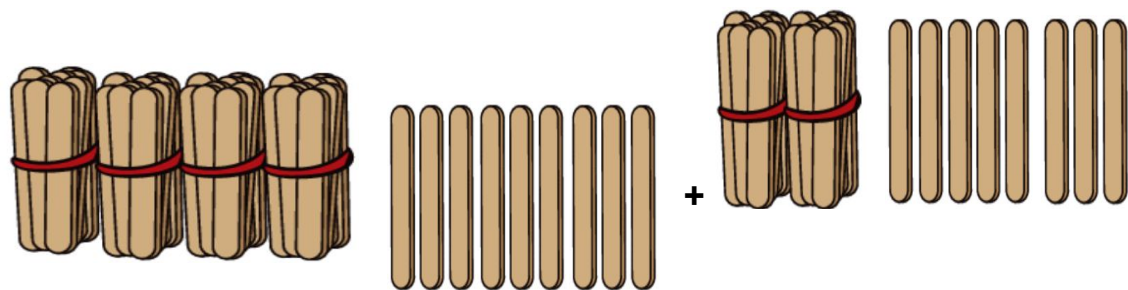
$$10 + 10 + 5 = 25$$

$$\text{So, } 42 + 25 = 6 \text{ tens and } 7 \text{ ones} = 67$$

(Split Strategy = breaking up the numbers to easier friendly numbers to count and combine.)

2.  = ?

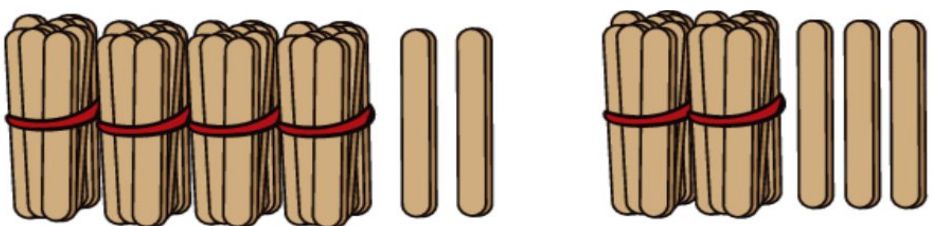
The diagram shows two groups of base ten blocks. The first group consists of two tens rods and four ones rods, representing the number 24. The second group consists of one ten rod and four ones rods, representing the number 14. An equals sign and a question mark follow.

3.  = ?

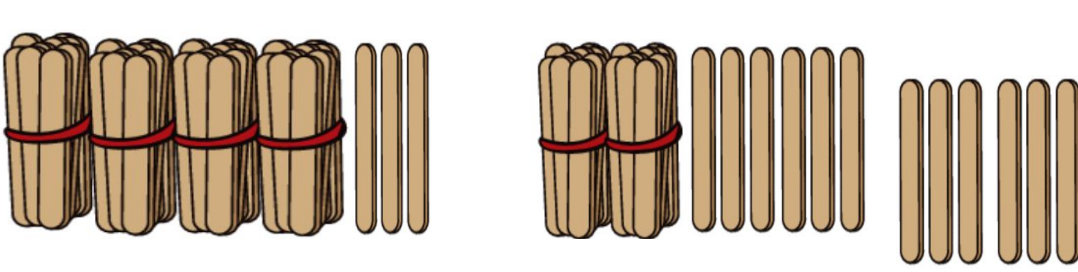
The diagram shows two groups of base ten blocks. The first group consists of four tens rods and four ones rods, representing the number 44. The second group consists of one ten rod and four ones rods, representing the number 14. An equals sign and a question mark follow.

4.  + = ?

The diagram shows two groups of base ten blocks. The first group consists of three tens rods and two ones rods, representing the number 32. The second group consists of two tens rods and three ones rods, representing the number 23. An equals sign and a question mark follow.

5.  = ?

The diagram shows two groups of base ten blocks. The first group consists of four tens rods and two ones rods, representing the number 42. The second group consists of two tens rods and three ones rods, representing the number 23. An equals sign and a question mark follow.

6.  = ?

The diagram shows two groups of base ten blocks. The first group consists of four tens rods and three ones rods, representing the number 43. The second group consists of one ten rod and four ones rods, representing the number 14. An equals sign and a question mark follow.

Place Value

(Figure out what number I am above and place me in the right spot or value below.)

	HUNDREDS (3-digit number)	TENS (2-digit number)	ONES (1 digit number)
1.		6	7
2.			
3.			
4.			
5.			
6.			

Name: _____ Date: Monday, January 11, 2021 Skills Block
M2C12L59: Fluency



I can identify homophones and determine what they mean and when to use them. (RF.2.3, L2.2)



I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.2.4)

Vocabulary: **homophone(s)** (words that sound the same but have different meanings)

Direction: Read and highlight the words you hear that **sound the same** from the sentences below.

Homophone Demonstration Sentences #1 and #2

#1:

Sam and Dad went to *Soup for You* and got two bags of chips and some soup too.

#2:

The soup was too hot to eat.

Words that sound the same: _____, _____, _____, _____

Direction: Read and highlight the sight words below. Check your fluency using the chart.

place	large	which	what	they	options
-------	-------	-------	------	------	---------

Excerpts from Decodable Reader: "Too Many Options!" (pages 2,3, and 4)

Soup for You is a new place to eat. It just opened near Sam's home. Sam and Dad want to go for lunch.

Sam and Dad walk down the block. They bring their coupon for a free bag of chips. There is a large crowd there. Other people want to try the new place, too.

They get in line and look at the list of soups and other lunch stuff. There are so many options! Sam doesn't know which soup he wants.

Fluency Rubric

Elements of Fluency	Not yet fluent	Somewhat fluent	Fluent
Smoothly	Many errors and/ or many pauses to decode. Sounds choppy.	Some errors and /or pauses to decode. Sounds somewhat choppy.	Minimal or no errors and /or pauses to decode. Sounds fluid.
Expression	Does not sound like natural talking. Monotone voice.	Sounds like natural talking in some parts. Somewhat monotone.	Sounds like natural talking.

Name: _____ Date: Monday, January 11 2021 ELA Module
U3L10 : Tracking and Sharing Our Finished book



I can read and share my “*The Most Important Thing About Schools*” book.

Vocabulary: Schools

Direction: Write one thing that you have learned about schools that you didn't know before. We will share our thoughts with a friend and our Crew.

Tracking Progress: All about Schools Response Sheet

W.2.8, SL.2.1a

Name: _____ **Date:** _____

Look at our Module Guiding Question anchor chart. What is one thing you have learned about schools that you didn't know before?

Circle one way that you have grown as a learner. You will share your thinking with a partner.



I can ask and answer questions using details from a book.



I can take notes using words and pictures when I'm reading.



I can respond to classmates' ideas during a collaborative conversation.



I can turn my notes into complete sentences.



I can write an informational paragraph that has a focus statement, information about the topic, and a conclusion.

Name: _____ Date: Tuesday, January 12, 2021

MathU3M1L4: Sticks and Bundles → Part 2 Split Strategy



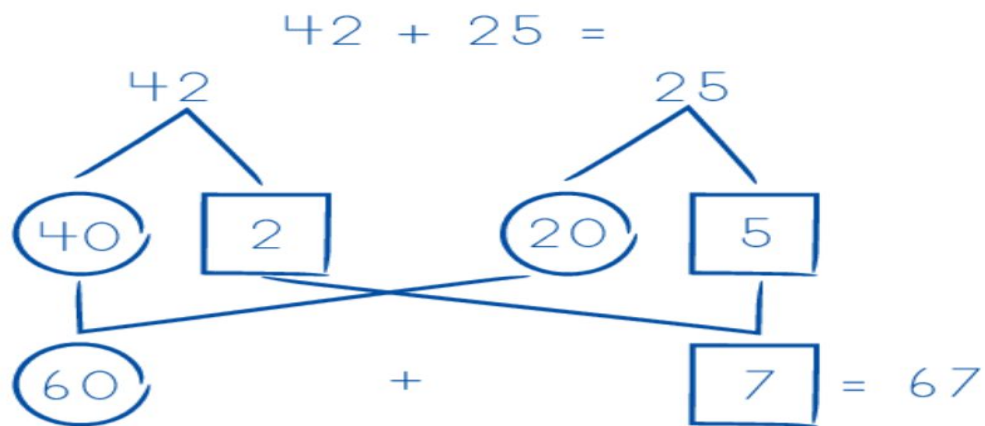
I can skip-count by 1s, 5s, and 10s within 1000. (2.NBT.2)



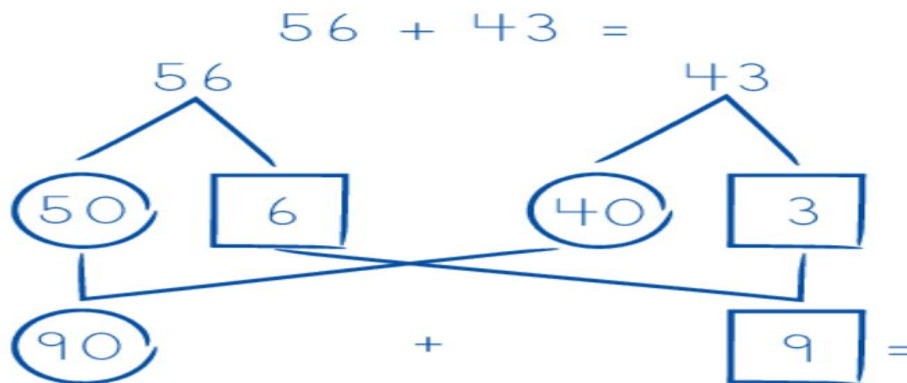
I can demonstrate an understanding that the digits in a 3-digit number represent amounts of **hundreds**, **tens**, and **ones**. (2.NBT.1)

Direction: Follow the split strategy (splitting numbers into friendly easier numbers) example below to solve the following problems.

See example:



Direction: Now do it on your own with the following problems using the **split strategy**. The first one has been started for you.



1. $61 + 29 =$

2. $73 + 47 =$

3. $85 + 34 =$

4. $91 + 29 =$

5. $96 + 54 =$

Name: _____ Date: Tuesday, January 12, 2021 Skills Block
M2C12L60: Decoding, Fluency, and Spelling: End of M2 Assessment



I can review the sound-spelling patterns from Cycles 9-12.

Direction: Listen very carefully to the words Kumu is going to say. Tap it out. Then, write each sound you hear. Or spell it out the best way you know how on the lines below.

Cycle 12 Spelling Assessment

Name: _____ Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____


10. _____

1. Use one to two words from the above words you have spelled to write a sentence. Make sure you used the **“Writing Checklist” to check your work.**

2. Use two to three words from the above list to write a different sentence.

3. Make up a silly sentence using the words you have spelled above.

Writing Checklist



- Use a capital letter at the beginning of the sentence.
Example: **M**y boat is yellow.
- Use finger spaces between each word.
Example: My_boat_is_yellow. 🖐️
- Use ending punctuation. (. ? !)
 - telling ? questioning ! yelling
- Use the word list to spell the words correctly.

Name: _____ Date: Tuesday, January 12, 2021

ELA Module M2U1L1 □ What do you know about a fossil?



I can describe the details I notice in pictures and make 1 wonder about it. **(SL2.2)**

Vocabulary: fossil, paleontologist

Direction: After looking at some pictures, come up with a question or wonder about fossils.

My question about fossils is....

Name: _____

Date: Wednesday, January 13, 2021 Math

U3M1L5: Stick Flash



I can fluently add and subtract within 100 using strategies based on place value. (2.NBT.5)

Vocabulary: **Subtraction, place value**

Direction: Read carefully to solve the following addition and subtraction problems using skip-jumps on the number line.

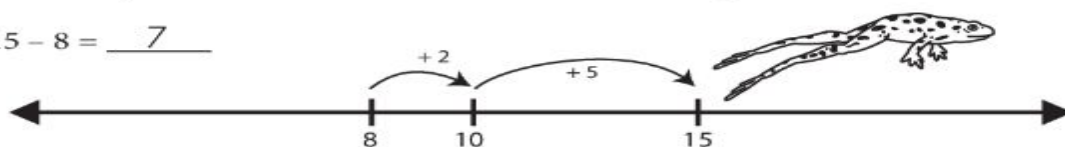


Subtracting on the Line & Solving Story Problems page 1 of 2

DJ Hopper says you can use what you know about making 10 to help subtract.

If the fact is $15 - 8$, you can think about making 10 ($8 + 2 = 10$) and then adding 5 more to get to 15. DJ likes to show his work on the number line, like this.

ex $15 - 8 = \underline{7}$



1 Make hops on the number line and label them to solve subtraction problems.

a $14 - 7 = \underline{\quad}$



b $16 - 9 = \underline{\quad}$



c $13 - 6 = \underline{\quad}$



d $14 - 8 = \underline{\quad}$



Subtracting on the Line & Solving Story Problems page 2 of 2

- 2** Jose, Matt, and Dani went to the library. They each checked out 5 books. How many books is that in all? Show your work.

Jose, Matt, and Dani checked out _____ books in all.



- 3** **CHALLENGE** Show your work on each problem. Four granola bars cost \$2.00.

a How much does 1 granola bar cost? _____

b How much do 2 granola bars cost? _____

c How much do 5 granola bars cost? _____



Name: _____

Date: Wednesday, January 13, 2021 Skills Block

M3C13L61: Words Rule



I can read and spell words with a C-le ending syllable. (RF.2.3)

Vocabulary: Fluency rubric

Direction: Read the following words. Use the Fluency Rubric chart below it to see how fluent you can read these sight words and words with a C-le ending syllable.

Cycle 13 Word List

I've	we've	guess
one	you've	even
tonight	anywhere	they've
bubble	giggle	middle
buckle	gobble	paddle
castle	handle	sprinkle
dimple	jungle	struggle
fumble	little	tremble

Fluency Rubric

Elements of Fluency	Not yet fluent	Somewhat fluent	Fluent
Smoothly	Many errors and/ or many pauses to decode. Sounds choppy.	Some errors and /or pauses to decode. Sounds somewhat choppy.	Minimal or no errors and /or pauses to decode. Sounds fluid.
Expression	Does not sound like natural talking. Monotone voice.	Sounds like natural talking in some parts. Somewhat monotone.	Sounds like natural talking.

Direction: Be a Syllable Sleuth. Put a dot under each vowel you find in a word below. Find the consonant closing it in. Then slice / it into its syllables as demonstrated.

Syllable Sleuth Word List How many syllables do you hear?

gobble /

handle /

fumble /

giggle /

tremble /

wipple /

huddle /

Directions: Using the words below to complete the sentences in "Sentence Builders with C-le Endings".

Word List for Sentence Builders

vehicle

puddle

little

rattle

jungle

fumble

middle

huddle

bubble

drizzle

Sentence Builders with C-le Endings

Choose words from the Word List for Sentence Builders to build sentences with C-le ending words.

1. I have an older sister and a younger brother. I am in the _____ of my family.
2. The football players formed a _____ to talk about the _____ a player made when he dropped the ball.
3. The artist made a speech _____ to show the character was talking.
4. The _____ snake lives in the _____.
5. I feel a _____ coming from the sky.
6. The _____ splashed the water from the _____ as it drove by.

Name: _____ Date: Wednesday, January 13, 2021 ELA Module
M2U1L2: Close Read-aloud, Session 1: *Stone Girl, Bone Girl*



I can ask and answer such questions as **who, what, where, when, why,** and **how** to demonstrate understanding of key details in a text (*“Stone Girl, Bone Girl”*).

Vocabulary: **key details, narrative nonfiction, selected response**

Direction: Use the following strategies to help answer the selected response questions below it about the story we just read.

Read the question very carefully!

Then, try a strategy . . .

- Cover the answer choices and try to think of the answer yourself.
- Read through each answer choice and think about what happened in the text.
- Cross out answer choices that you know are incorrect.
- Use details from the text to choose the best answer.
- Circle the whole answer.

Who...?

What...?

When...?

Where...?

Why...?

How...?

Intro to Selected Response Questions Sheet

Name: _____ **Date:** _____

RL.2.1

1. What is the setting of this story?
 - A. the cliffs of Lyme Regis
 - B. Mary's backyard
 - C. a desert

2. What is this story mostly about?
 - A. a girl who likes to watch the waves
 - B. a girl who likes to walk on the beach
 - C. a girl who likes to search for fossils

3. What big discovery does Mary Anning make?
 - A. the fossil of a sea monster
 - B. the fossil of a giant bat
 - C. the fossil of a tiny duck

Name: _____ Date: Thursday, January 14, 2021 Math
Work Places (WPs) 3B Five in a Row and Steps & Leaps



I can fluently add and subtract within 100 using strategies based on place value.
(2.NBT.5)

Direction: Use the following record sheet below to play “2E Steps & Leaps” with a family member. We will be learning “3B Five in a Row” interactively. Work Place “2E Steps and Leaps” is a prerequisite of Work Place “3A Star Power”. You may also use the interactives on our classroom website: kumufolau.weebly.com to play all three games.



Steps & Leaps page 1 of 6

Note to Families

This Home Connection is a game that students have been playing at school. In Steps & Leaps, players work on separate sheets to try to be first to reach or cross the 100th space. They take turns rolling two dice to determine the number of small steps to take forward and spinning a spinner to leap forward by 10s. As you play, encourage your student to find ways to count by 5s or 10s to move forward on the board.

Materials

- Steps & Leaps pages 1–6
- pencil and paperclip to make a spinner
- 2 dice numbered or dotted 1-6
- 2 small objects (beans, buttons, etc.) for game markers

Instructions

- 1 Give each player a game board (one of pages 3–6) and a game marker. Write your name on your game board and roll the dice to choose which player will go first.
- 2 Have the first player roll the dice and spin the spinner to move around his or her game board.
 - Roll the dice. Move forward that many spaces, and record the number of the square on the space where you land.
 - Spin the spinner on the next page using a pencil and paperclip. Leap forward by that many 10s. Record the numbers of the squares where you land each time you take a leap of 10.

Steps & Leaps page 3 of 6

Player 1: _____ Player 2: _____

90 _____ 100

_____ 80

60 _____ 70

_____ 52 _____ 50

_____ 40 _____ +2

Steps & Leaps page 2 of 6

Count by 10s to 100 in the blanks.

1 10, 20, _____, 50, _____, 70, _____, 90, _____

2 55, 74, _____, 75, _____, 74, _____, 94, _____, 114, 124

3 25, _____, 55, 66, _____, _____, _____, _____

4 _____, _____, _____, _____, _____, _____, _____, _____

5 Add to solve each combination below.

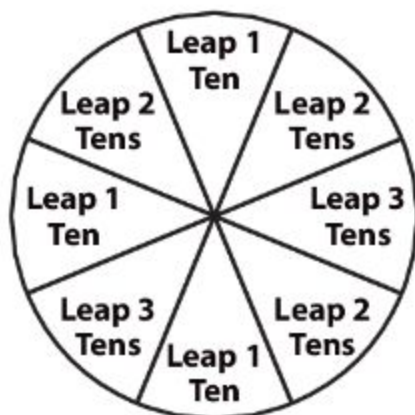
43 + 10 = _____ 36 + 10 = _____ 87 + 10 = _____ 72 + 10 = _____

25 + 20 = _____ 31 + 20 = _____ 45 + 30 = _____

I was on 31. I rolled 11 and stepped to 42. I spun 2 tens, so I took 2 jumps by 10s and landed on 52 and 62.

- 3 After the steps and leaps are recorded, the other player rolls, spins, and records their steps and leaps on their own game board. The first player to reach or cross over 100 is the winner.
- 4 Using the other two game boards, play the game again. Then complete the problems on page 2 and return this sheet to school.

(continued on next page)

Steps & Leaps page 2 of 6


Count by 10s to fill in the blanks.

1 10, 20, _____, _____, 50, _____, 70, _____, 90, _____

2 14, 24, _____, _____, 54, _____, 74, _____, 94, _____, 114, 124

3 26, _____, _____, 56, 66, _____, _____, _____, 106, _____, _____

4 **CHALLENGE** _____, _____, _____, _____, _____, 99, _____, _____, _____, _____

5 Add to solve each combination below.

$43 + 10 = \underline{\hspace{2cm}}$ $56 + 10 = \underline{\hspace{2cm}}$ $87 + 10 = \underline{\hspace{2cm}}$ $72 + 10 = \underline{\hspace{2cm}}$

$24 + 20 = \underline{\hspace{2cm}}$ $21 + 20 = \underline{\hspace{2cm}}$ $45 + 30 = \underline{\hspace{2cm}}$

6 Subtract to solve each combination below.

$15 - 10 = \underline{\hspace{2cm}}$ $19 - 10 = \underline{\hspace{2cm}}$ $23 - 10 = \underline{\hspace{2cm}}$ $34 - 20 = \underline{\hspace{2cm}}$

$56 - 20 = \underline{\hspace{2cm}}$ $88 - 30 = \underline{\hspace{2cm}}$ $97 + 40 = \underline{\hspace{2cm}}$

7 **CHALLENGE** Solve the equations below.

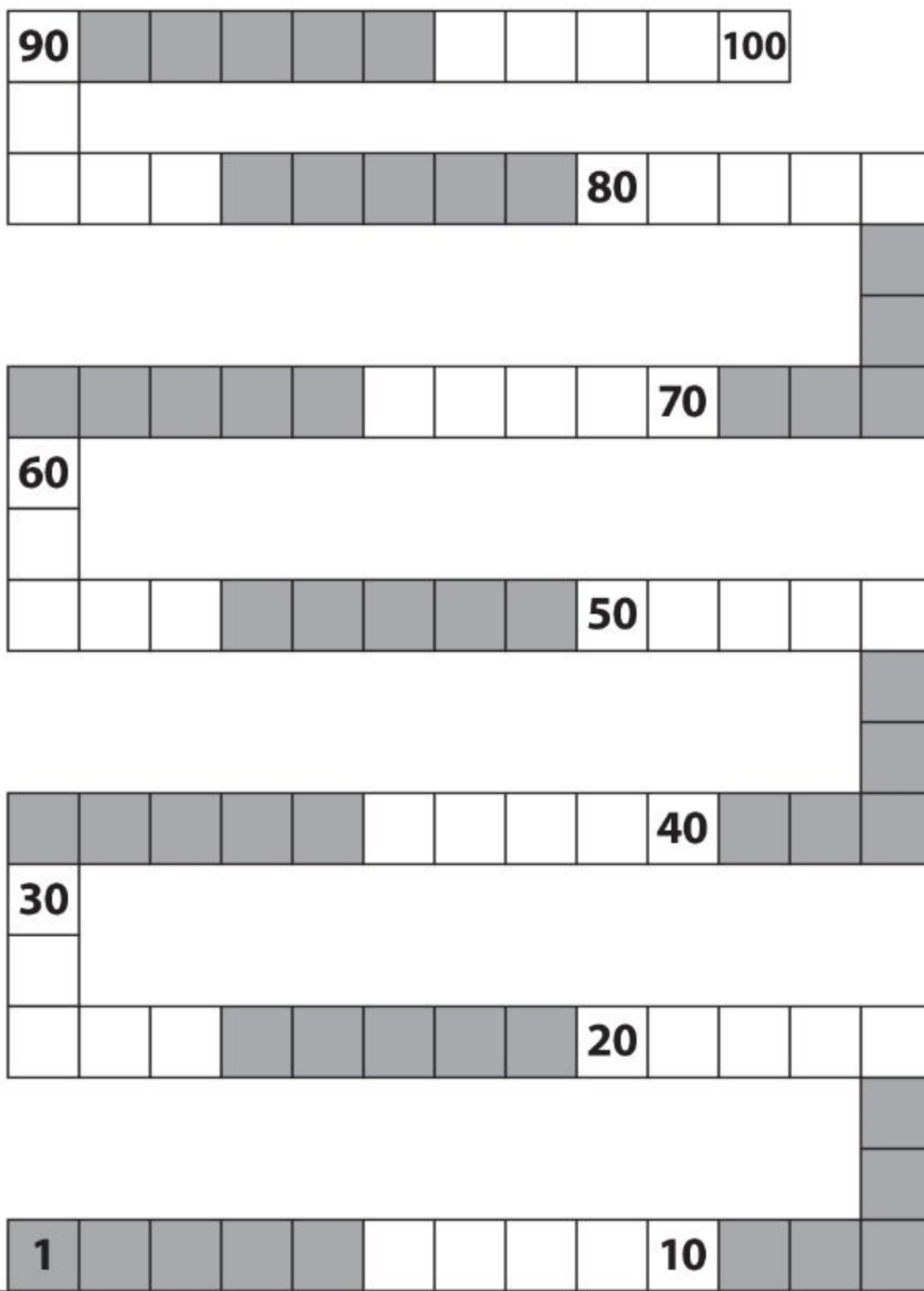
$120 + 50 + 20 - 40 = \underline{\hspace{2cm}}$

$330 - 20 + 50 - 60 = \underline{\hspace{2cm}}$

$500 - 50 - 40 - 20 + 120 = \underline{\hspace{2cm}}$

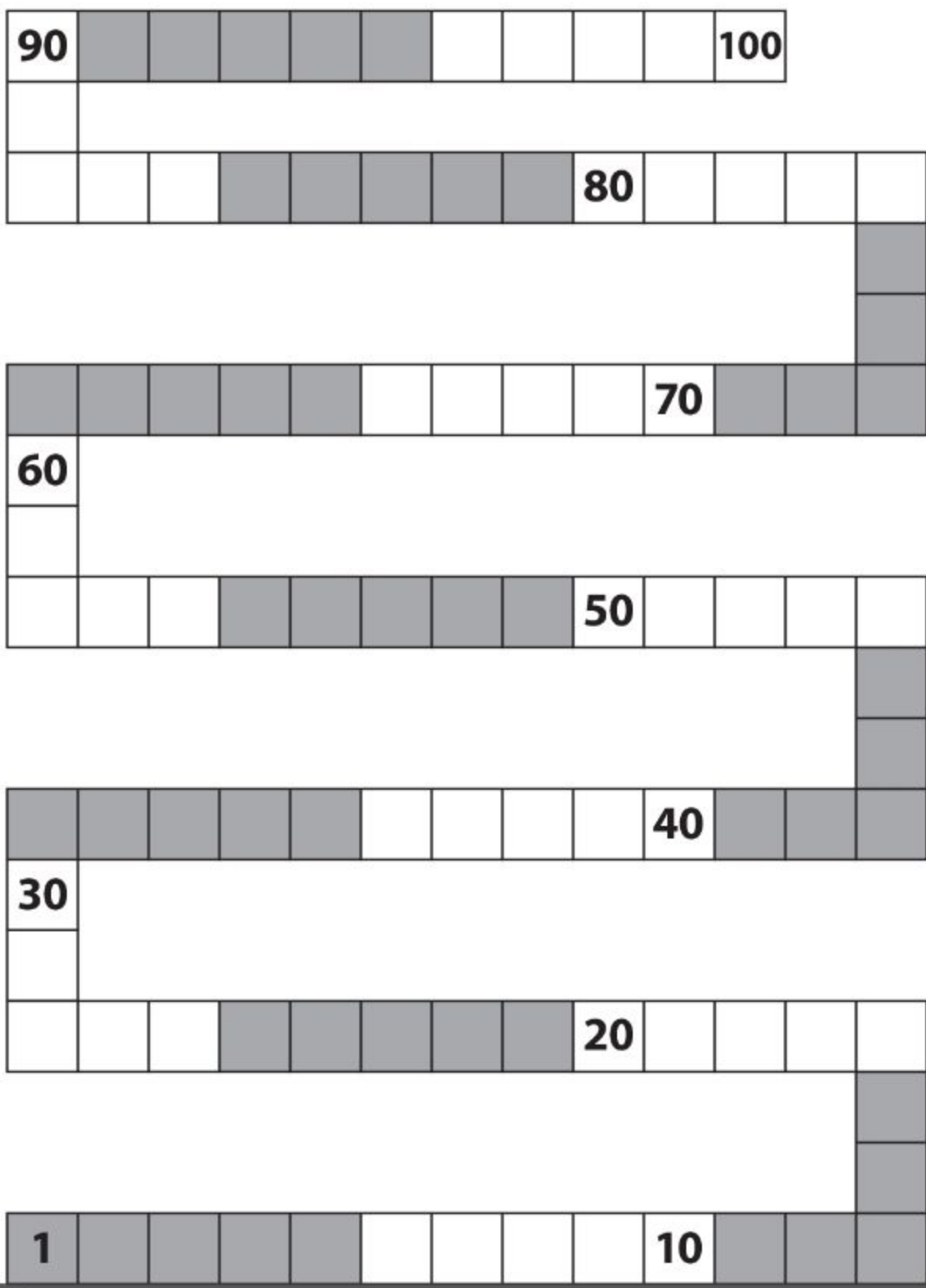
Steps & Leaps page 4 of 6

Player 1 _____ Player 2 _____



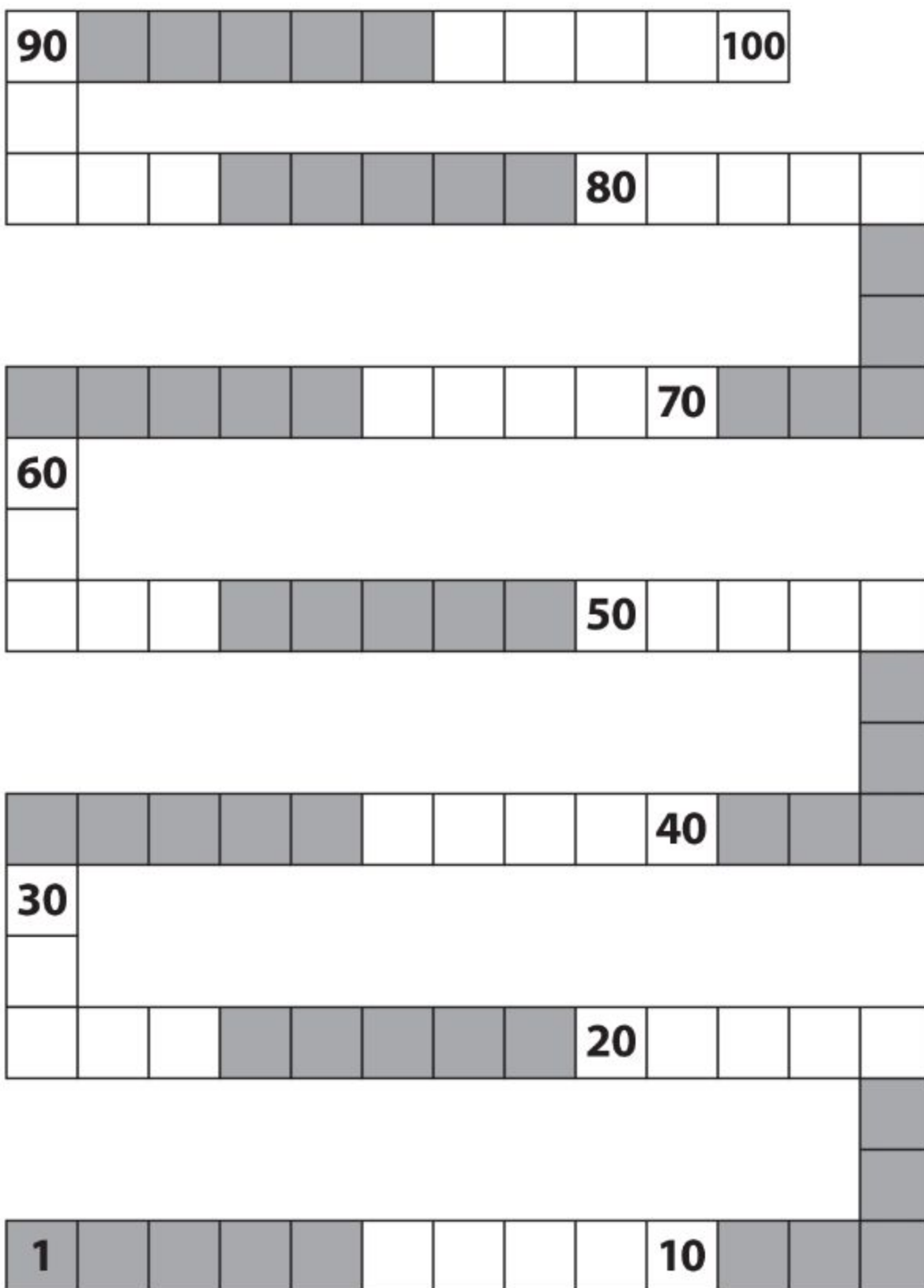
Steps & Leaps page 5 of 6

Player 1 _____ Player 2 _____



Steps & Leaps page 6 of 6

Player 1 _____ Player 2 _____



Name: _____ Date: Thursday, January 14,, 2021 Skills Block
M3C13L62: From Engagement Text to Decodables "No Food to Be Found".

 I can fluently read through the story and retell it in my own words.

Sight Words: I've, we've, guess, one, you've, even,
tonight, anywhere, they've

Josh the rat waddled through the alley. He was looking for an open trash can, but could not find even one! Just last week he had hit the jackpot. The cook from *Soup for You* had left a trash can wide open. Inside, Josh found noodle soup. He and his friend, Chip the alley cat, had gobbled it up. Tonight Josh's tummy gurgled and grumbled. There was no trash or food to be found! He dreamed about nibbling on a hamburger, a sandwich, a popsicle...He saw one trash can with a tiny opening. He jumped on top of it and tried to wiggle his way into a little opening. But he stumbled, then tumbled from the top of the trash can. Then Josh saw Chip walking through the middle of the alley. "We've got a problem, friend. There are no open trash cans and no trash. Not even one bottle on the ground!" said Josh. "I've been struggling, too. I can't seem to find a snack anywhere. I guess the rules are working," said Chip. "Rules? What rules?" asked Josh. "Mayor Mack made new rules about cleaning up trash. No open trash cans and no trash on the streets. They've been trying to keep us away! They called us pests!" Josh was puzzled by this. "Pests? You've got to be kidding me! I can't handle this! I've got to eat something. And soon!" said Josh. "Don't worry," said Chip. "I've got a plan."

Direction: After reading and highlighting the sight words listed above, sort them into “snap” (play fair) or “trap” (don’t play fair) words in the T-chart below.

Snap or Trap T-chart

Snap	Trap

Name: _____ Date: Thursday, January 14,, 2021 ELA Module
M2U1L3 → Close Read-aloud, Session 2: Stone Girl, Bone Girl, pages 1-4



I can retell the beginning of *Stone Girl, Bone Girl* using important details about events and characters.



I can answer questions about important events from the book "*Stone Girl, Bone Girl*."

Vocabulary: ordinary, extraordinary, adored

Direction: Listen to the read-aloud very carefully. Use the following sentence strips to explain in your own words what each strip means. Then, answer the selected question below.

Mary
had few friends,
except her father,
whom she adored.

- At the beginning of the story, what happens to Mary?
 - A:** Mary falls off a cliff.
 - B:** Mary gets a shell necklace.
 - C:** Mary gets hit by lightning.

Name: _____ Date: Friday, January 15, 2021

Happy Aloha Friday



I can color and name the following creature.

Direction: I can do my best coloring while others are being assessed with Kumu.

