

Week 8: December 7-11, 2020 Weekly Assignments

Date	Daily agenda and to do list.
Monday December 7, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"> ○ Math: Thinking About Twos (U2M4L1) ○ Skills Block: Words Rule & Syllable Sleuth - M2C11L51 ○ ELA Module: Sharing What We Learned from Our Research (M1U3L5)
Tuesday December 8, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"> ○ Math: Thinking About Twos Continue (U2M4L2) ○ Skills Block: Engagement Text to Decodables (U2C11L52) ○ ELA Module: Focus Statement & Differences between Two Schools (M1U3L6)
Wednesday December 9, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"> ○ Math: Finding Twos (U2M4L3) ○ Skills Block: Interactive Writing (M2C11L53) ○ ELA Module: Independent Writing → Similarities between Two Schools (M1U3L7)
Thursday December 10, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"> ○ Math: Twos and More (U2M4L2 part 2) ○ Skills Block: Fluency (M2C11L54) ○ ELA: Independent Writing → Conclusion & Revising Our "<i>Most Important Thing about Schools</i>" book (M1U3L8)
Friday December 11, 2020 11:10 to 12:10 pm	<ul style="list-style-type: none"> ○ Crew: Aloha Friday "Flashback!" ○ Progress Monitoring

Name: _____ Date: Monday, December 7, 2020 Math

U2M3L1: Thinking about 2s



Learning Target: I can write an equation to represent the total number of objects in an array with up to 5 rows and 5 columns as the sum of equal addends. (2.OA.4)

Vocabulary: addend, array,

Material: pencil, worksheet, number rack

Direction: You are going to do some thinking about 2s. Look at the dot arrays below and study it for a few seconds. Then, write as many equations as you can by using combination of 2s. The first examples have been done for you.



Dot Arrays



1. $2 + 2 + 4 = 8$

5.

2. $1 + 1 + 2 + 4 = 8$

6.

3.

7.

4.

8.



Dot Arrays



1. $2 + 2 + 2 + 4 = 10$

5.

2.

6.

3.

7.

4.

8.

Name: _____ Date: Monday, December 7, 2020 Skills Block
M2C11L51: Words Rule & Syllable Sleuth



Learning Target: I can identify the vowel sounds in a word to help me determine how many syllables are in the word and use that information to decode it.



I can read /u/ and /oo/ words with the spelling patterns “oo”, “ou”, “ui”, “ue”, and “ew”.

Vocabulary: column, patterns

Material: pencil, syllable sleuth word list, Words Rule Word Cards

Direction: Practice reading the following words and spelling patterns.

<i>/ū/</i>	<i>/ōō/</i>	
argue	chew	juice
cashew	blue	scooter
cue	clue	soup
few	food	suit
rescue	fruit	youth

High-frequency words: guess, through, good, they'll, we'll

Direction: Look for the vowels and put a dot below each. Then look for the consonants between the vowels. Divide the word by putting / between the consonants.

Reading Foundations Skills Block

Syllable Sleuth Word List

mermaid
consume
tabloid
flower
remind
reason
moflin
charpike

Direction: Say the words on the word cards. Sort each word in the T-chart below, according to the sound it makes.

Words Rule Word Cards

few	food
scooter	youth
soup	chew
rescue	clue
suit	fruit

T-chart

/ū/ as in "few"	/ōō/ as in "food"

Instructions: Find the words with the **oo**, **ou**, **ui**, **ue**, and **ew** patterns. The words may be forward or down.

Word Search Puzzle

r	s	r	w	g	l	u	e	l	i
w	u	k	x	n	j	c	i	o	y
l	e	k	c	h	e	w	d	f	g
n	z	a	y	o	u	t	h	o	r
e	f	r	u	i	t	r	b	o	o
w	s	e	v	w	y	o	s	d	u
s	e	t	o	o	t	h	b	w	p
a	r	g	u	e	s	u	i	t	b
m	i	u	g	v	t	r	u	e	n
r	e	s	c	u	e	r	o	o	m

Word list

glue
youth
chew
rescue
food
true
tooth
group
argue
news
fruit
room
suit

Instructions: Write four sentences using words from the list. See if you can write at least one sentence that has more than one word with **oo**, **ou**, **ui**, **ue**, and **ew** in it!

1) _____

2) _____

3) _____

4) _____

Name: _____ Date: Monday, December 7, 2020 ELA
Module U3L5: Sharing What We Learned from Our Research



Learning Target: I can respond to others' ideas during a collaborative conversation about our research school.



I can analyze a model of “The Most Important Thing about Schools” book.

Vocabulary: analyze, reflection statement

Material: pencil, letter from a Kindergarten Teacher, your research notes

Direction: Read the new letter from the Kindergarten's teacher. Discuss with a partner about 1 question in the letter. Then, analyze what you have researched so far on schools around the world.

Schools and Community

Letter from a Kindergarten Teacher

Dear Second-Graders,

The kindergarteners are so excited to know what you have been learning about! We heard you have been learning about different kinds of schools. We even have some new questions!

- Do other students have schools just like ours?
- What are some different things that other students learn about at school?
- How many kids around the world take a bus to school?
- Where are some of the schools you have learned about?
- Is there anything about our school that is the same as other schools around the world?

We can't wait to hear about your learning!

Love,

The Kindergarten Class

Direction: Sort the following sentence strips into the parts of “*The Most Important Thing about Schools*” book. Then reread to double-check your work. Then glue it on.

Sentence Strips:

Schools around the world may be different, or they may be similar.

In Xixuaú, Brazil there are 19 children in the school. In my school there are 300 children.

In Xixuaú, students ages 4–16 all learn in the same classroom. In my school, the students in a classroom are mostly the same age.

Students in Xixuaú, Brazil use the internet to learn. So do we!

In the school in Xixuaú, students learn math and science. That’s a lot like what we do at our school. We learn math and science, too.

Schools around the world may be similar, or they may be different. But the important thing about schools is that they are places where you can learn and grow.

“The Most Important Thing About Schools” book

Focus Statement	
Differences	
Similarities	
Conclusion	

Name: _____ Date: Tuesday, December 8, 2020 Math
U2M3L2: Thinking About 2s Continues



Learning Target: I can write an equation to represent the total number of objects in an array with up to 5 rows and 5 columns as the sum of equal addends. (2.OA.4)

Vocabulary: array, equal

Material: pencil, worksheet, number rack

Direction: You are going to continue doing more thinking about 2s. Look at the dot arrays below and study them for a few seconds. Then, write as many equations as you can by using combination of 2s.



Dot Arrays

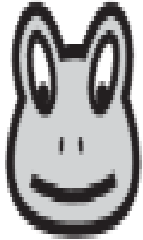





1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

Direction: Write an addition equation with 2s to find and show the answer to each problem below.

Problem		Equation
a	4 	How many eyes?
b	6 	How many eyes?
c	5 	How many eyes?
d	7 	How many eyes?

Name: _____ Date: Tuesday, December 8, 2020 Skills Block
M2C11L52 Engagement Text to Decodables



Learning Target: I can read irregularly spelled high-frequency words “finally”, “guess”, “through”, “good”.



I can read the decodable text: “Baby Cougars at the Zoo.”

Vocabulary: glimpse, litters

Material: pencil, Snap or Trap Word Cards & T-chart, Decodable Reader: “Baby Cougars at the Zoo”.

Direction: Sort the following words into the Snap or Trap T-chart below.

finally	guess	through	good	around	know	they'll
---------	-------	---------	------	--------	------	---------

Snap or Trap T-Chart	
SNAP (Follow word rules)	TRAP (Do not play fair)

Direction: After reading and retelling the Decodable "Baby Cougars at the Zoo", highlight all the sight words listed.

Cycle 11 Decodable Student Reader - Baby Cougars at the Zoo



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

Sight Words: around, guess, through, good, they'll, we'll, anything,
know

"I can't wait to see the new baby cougars! They'll be so cute!" said Nell as she and Sam walked to school. It was finally Tuesday, the day they had been waiting for. Their class was going on a trip to the zoo. "I know. It'll be so cool to see the cubs up close. Or do you think they'll be shy and hide from us?" asked Sam. "I don't know. I guess we'll find out soon!" said Nell. A zoo worker met the class at the front of the zoo. "My name is Matt. I'll be leading you on a tour of the zoo." The class followed Matt. First, Matt showed them the bears. They were by the pool, chewing on some food. Then they went to the bird house. The birds swooped through the big room. "I like the birds and the bears, but I hope we'll get to see the cougar cubs soon," said Nell to Sam. They walked out of the birdhouse. "Next, we'll see Lou, the cougar, and her new cubs," said Matt. Sam looked at Nell with a smile. The kids crowded around. They had a good view of the cougar den, but did not see anything at first. But then Sam said, "I see Lou, and her cubs, too!" The tiny cubs were next to Lou. They started to play. The boy cub chewed on the girl's fur. They rolled around. "This is the cutest thing I have ever seen!" said Nell. "This is the best zoo tour ever," said Sam.

Name: _____ Date: Tuesday, December 8, 2020 ELA Module
U3L6 Independent Writing: Focus Statement & Differences between Two Schools



Learning Target: I can write a focus statement for my “*The Most Important Thing About Schools*” book.



I can write about the differences between my school and the school that I researched using details from my notes.

Vocabulary: kind, specific feedback

Material: Pencil, “The Most Important Thing About Schools” book, notes from research

Direction: Write a focus statement and the differences about the school you researched. A sample is given below. Draw a picture to show your focus statement.

Name: _____ Date: _____

Schools around the world may be different.

A large, empty rectangular box with a thin black border, intended for drawing a picture related to the focus statement.

In a school in Bangladesh, students go to school

every day on a boat that floats.

Name: _____ Date: Wednesday, December 9, 2020 Math

U2M4L3: Finding Twos

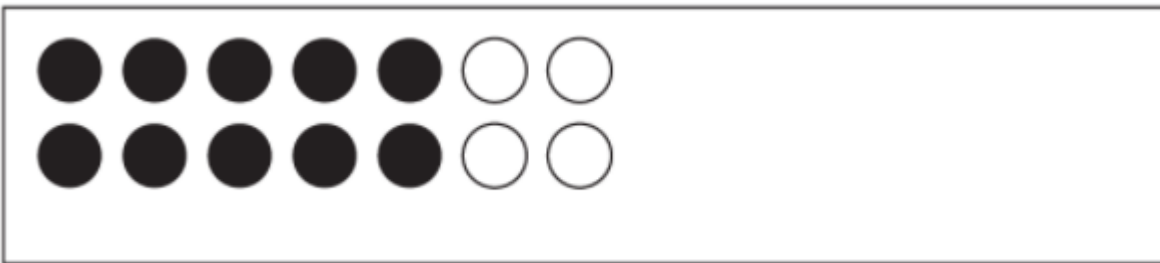


Learning Target: I can write an equation to represent the total number of objects in an array with up to 5 rows and 5 columns as the sum of equal addends. (2.OA.4)

Vocabulary: array, equal

Material: pencil, worksheet, number rack

Direction: Today, you are going to continue doing more thinking about 2s, again. Look at the dot arrays below and study it for a few seconds. Then, write as many equations as you can by using combination of 2s, like you have done in the previous days. First example has been done for you.



1. $2 + 2 + 2 + 4 + 4 = 14$

5.

2.

6.

3.

7.

4.

8.



Finding Twos on the Hundreds Grid

Circle and then color in all the counting-by-2s numbers on this grid.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name: _____ Date: Wednesday, December 9, 2020 Skills
M2C11L53: Interactive Writing



Learning Target: I can identify word parts as prefix, suffix, or base word.



I can write a sentence using words with the spelling patterns "oo", "ou", "ui"

Vocabulary: base word, prefix, suffix

Material: pencil, Word Part cards, vowel pattern cards, Word Parts T-chart

Direction: Using the Vowel Pattern Cards, Word Parts Card, identify the pre-fix (parts of the word that comes at the beginning), base words (main word), and suffix (ending of a word). Write it on the T-chart below.

Reading Foundations Skills Block

Vowel Pattern Cards

oo	ou
ui	ue
ew	

Word Parts Cards

pack	tell	pre
un	s	ed
re		

Word Parts T-chart

Prefix	Base Word	Suffix

Name: _____ Date: Wednesday, December 9, 2020 ELA
Module M1U3L8 Independent Writing → Similarities between Two Schools



Learning Target: I can write about the similarities between my school and the school that I researched using details from my notes.

Vocabulary: similarity, kind and specific feedback

Material: pencil, notebook, research notes

Direction: Review the charts below to remind you what similarity mean before you start writing.

Compare: The Two Schools Are Similar	
Rainforest School	My School
math (picture of math equation)	math (picture of math equation)
science (picture of magnifying glass)	science (picture of magnifying glass)
has computers (picture of computer)	has computers (picture of computer)
use internet	use internet
how to take care of the earth (pic- ture of earth)	how to take care of the earth (pic- ture of earth)

Direction: Follow the anchor chart notes and the “Notes” below to write your draft before transferring over to your notebook.

Turning Our Notes into Sentences Anchor Chart

- 1.** Look carefully through your notes about the differences or similarities. Remind yourself what the notes say.
- 2.** Choose two important differences or two important similarities. Circle them on your paper.
- 3.** Take one note about the school you researched and turn it into a sentence by saying it out loud.
- 4.** Take the note about our school and turn it into a sentence by saying it out loud.
- 5.** Write these sentences in your book and draw a picture.

Notes

Name: _____ Date: Thursday, December 10, 2020 Math
U2M4L2: Twos & More



Learning Target: I can identify, describe, and extend number patterns. (supports 2.OA)

Vocabulary: pattern

Material: pencil, color pencils or crayons, number rack, worksheet

Direction: Read each number and its question carefully before beginning.



Twos & More page 1 of 2

- 1** Fill in the missing numbers. Then color in the count-by-2s numbers, starting with 2 (2, 4, 6, 8, and so on).

1			4				9	
	12			15				20
			24			27		
		33			36		38	

- 2** Find each sum.

$6 + 2 = \underline{\quad}$ $2 + 10 = \underline{\quad}$ $24 + 2 = \underline{\quad}$ $2 + 12 = \underline{\quad}$

$18 + 2 = \underline{\quad}$ $30 + 2 = \underline{\quad}$ $14 + 2 = \underline{\quad}$ $8 + 2 = \underline{\quad}$

- 3** Find each difference.

$8 - 2 = \underline{\quad}$ $12 - 2 = \underline{\quad}$ $16 - 2 = \underline{\quad}$ $10 - 2 = \underline{\quad}$

$28 - 2 = \underline{\quad}$ $36 - 2 = \underline{\quad}$ $24 - 2 = \underline{\quad}$ $40 - 2 = \underline{\quad}$

- 4** Fill in the blanks.

9

leaf-cutter ants



12

birds



7

elephants



How many antennae

in all? _____

How many wings

in all? _____

How many ears

in all? _____




(continued on next page)

- 5 Rosa had 13 fish in the tank. She put some in her brother's fish bowl. Now Rosa has only 9 fish in the tank. How many did she give to her brother?

She gave her brother _____ fish.



- 6 **CHALLENGE** Find different ways to make 23¢. Finish the chart. Be sure to fill in every box.

	 Dimes	 Nickels	 Pennies
ex	2	0	3
ex	1	2	3
a	1	1	
b	1	0	
c	0	4	
d	0		
e	0		
f	0		
g	0		

Name: _____ Date: Thursday, December 10, 2020 Skills
M2C11L54: Fluency



Learning Target: I can find regularly spelled high-frequency words in a list of words.



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

Vocabulary: frequently, phrase

Material: pencil, Snap or Trap Word List, Snap or Trap T-chart

Direction: Read the excerpt from the Decodable Reader "Baby Cougars at the Zoo". Search and highlight the high-frequency words below. Record yourself reading the excerpt. Post it on ClassDojo.

around	guess	through	good	they'll
we'll	anything	know	their	It'll

Excerpt from Decodable Reader: "Baby Cougars at the Zoo" (pages 2–3)

"I can't wait to see the new baby cougars! They'll be so cute!" said Nell as she and Sam walked to school. It was finally Tuesday, the day they had been waiting for. Their class was going on a trip to the zoo.

"I know. It'll be so cool to see the cubs up close. Or do you think they'll be shy and hide from us?" asked Sam. "I don't know. I guess we'll find out soon!" said Nell.

Name: _____ Date: Thursday, December 10, 2020 Module M1U3L8 → Conclusion and Revising Our “Most Important Thing About Schools” Book



Learning Target: I can write a conclusion for my “The Most Important Thing about Schools” book.






I can revise my writing using the Revising and Editing Checklist.

Vocabulary: specific, helpful, feedback

Material: pencil, notebook, research notes

Direction: Using the “Revising and Editing Checklist” below, edit your book “The Most Important Thing about Schools”.

Revising and Editing Checklist

- I used words that show how the two schools are similar.
- I reread my sentences, and they make sense.  **I see a cat.**
- My sentences start with a capital letter and end with the correct punctuation.
- I have spaces between my words.  **I see a cat.**
- The words from the Interactive High Frequency Word Wall are spelled correctly.
- I sounded out words with sounds I have learned and wrote all the sounds I heard.  **/c/ /a/ /t/**

Name: _____ Date: Friday, December 11, 2020

Happy Aloha Friday "Flashback!"



Learning Target: I can follow the math directions to color in the picture.

Sailing Boats Maths Facts Colouring Page

Solve the simple sums and then colour
in the picture using the key on the right!

- 0 white
- 1 yellow
- 2 light blue
- 3 blue
- 4 red

8 - 6 = 5 - 3 = 4 - 2 =

7 - 5 = 6 - 5 = 9 - 7 =

3 - 3 = 1 - 0 =

2 - 1 =

9 - 9 =

1 - 1 =

5 - 4 =

4 - 1 = 2 - 2 = 8 - 4 =

4 - 4 =

7 - 3 = 3 - 2 =

6 - 6 =

4 - 3 =

9 - 6 =

5 - 1 = 5 - 2 =