

# Week 1: October 20-23 Weekly Assignments

<b>Date</b>	<b>Daily agenda and to do list.</b>
<b>Monday</b> October 19, 2020 9:00 to 12:30 pm	No School / PD
<b>Tuesday</b> October 20, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"><li><input type="checkbox"/> Math: Three-digits counting with numeral and number name</li><li><input type="checkbox"/> ELA: What is school? Questions from Kindergartener</li><li><input type="checkbox"/> Skills Block: Bossy "r" Word Rule Cycle 6 Word List</li><li><input type="checkbox"/></li></ul>
<b>Wednesday</b> October 21, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"><li><input type="checkbox"/> Math: Unit 2 Pre-assessment remaining parts 3, 4 and 5.</li><li><input type="checkbox"/> ELA: What is school, and Why Are Schools Important?</li><li><input type="checkbox"/> Skills Block: "Fall Fest at the Park" Decodable w/Snap &amp; Trap Words</li></ul>
<b>Thursday</b> October 22, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"><li><input type="checkbox"/> Math: Three-digits counting with numeral and number name</li><li><input type="checkbox"/> ELA: Read-aloud "What Does School Mean to You?"</li><li><input type="checkbox"/> Skills Block: Interactive Writing</li></ul>
<b>Friday</b> October 23, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"><li><input type="checkbox"/> Crew and Progress Monitor</li></ul>



Name: \_\_\_\_\_ Date: Tuesday Oct. 20, 2020 Math Lesson 26



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


**Vocabulary:** compare, less than, equal to, greater than (Review)

**Materials:** Bag of beans, color pencils, scoop (optional), labeled 'mats': 100, 10 and 1.

**Direction:** Take a scoop of beans and count how many. Then, answer the remaining questions.



## 2A Scoop, Count & Compare Record Sheet

	How many beans did you scoop?	Is the number less than (<), equal to (=), or greater than (>) 125?	What's the difference between the number you scooped and 125?
<b>ex</b>	113	$113 < 125$	12
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			

# Numeral Writing Record Sheet

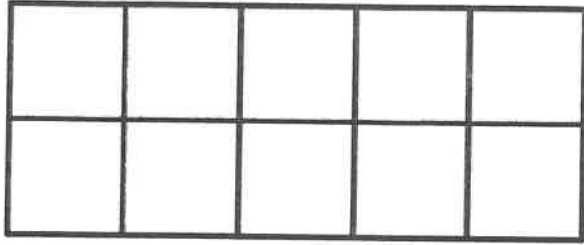
1	2	3	4	5	6	7	8	9	10
		13							20
			24	25					
31							38		
	42								50
51					56				
	62					67			
		73						79	
81				85					90
91							98		
	102								110
		113							
				125					
								139	140
141									
	152								
				165					
171									
	182							189	190
			194						

### Number Name Record Sheet (Challenge for Group B)

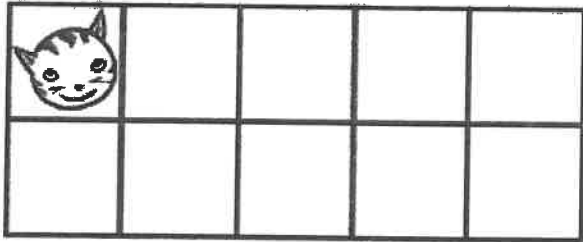
One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
Eleven				Fifteen					
Twenty-one					Twenty-six				Thirty
Thirty-one							Thirty-eight		Forty
Forty-one			Forty-four						Fifty



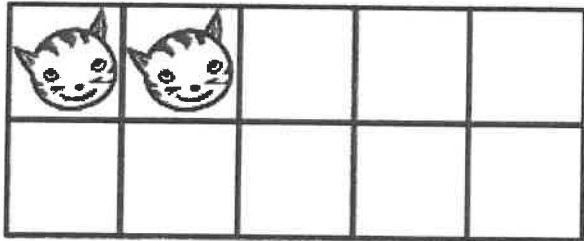
Count the cats in each frame. Trace the numbers.



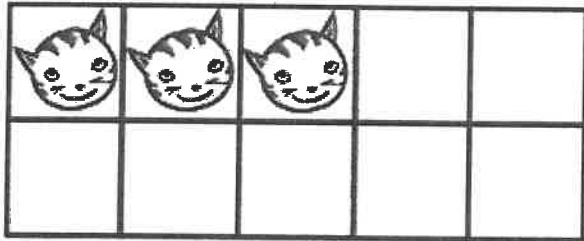
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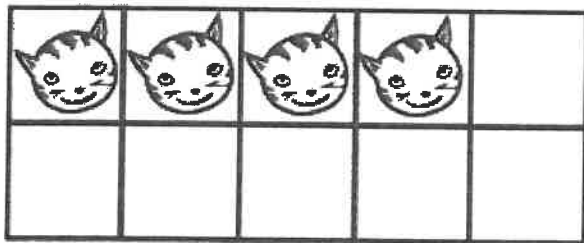
1



2



3



4





# How Many? Version A

Use the numbers to help solve the problems below.

1    2    3    4    5    6    7    8    9    10

Count the number of dots and record the number.

	8		

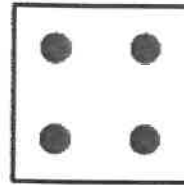
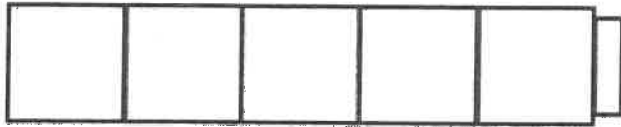




# Counting Cubes Version A

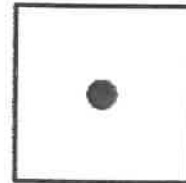
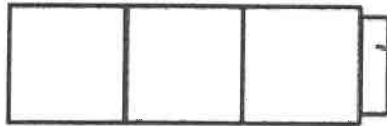
Color the cubes as indicated. Draw a line to the die pattern that has the same number.  
Trace the numbers.

Yellow



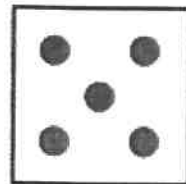
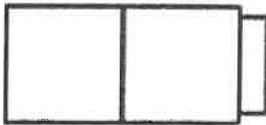
4

Blue

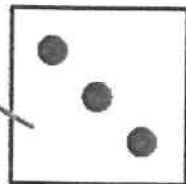


1

Orange

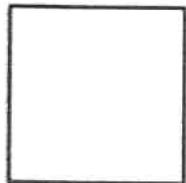
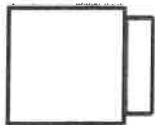


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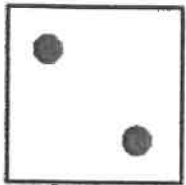
3

Red

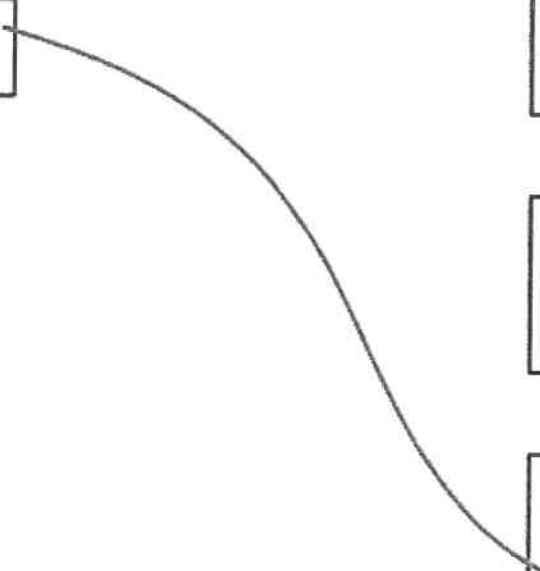


0

Green



2



### Number Name Record Sheet (Challenge for Group A)

One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
Eleven	Twelve			Fifteen					
Twenty-one					Twenty-six				Thirty

Write the correct number name in its correct box:

- Thirteen
- Twenty-three
- Twenty-four
- Twenty-five
- Twenty-seven
- Twenty-eight
- Twenty-nine
- Twenty-two
- Fourteen
- Sixteen
- Seventeen
- Eighteen
- Nineteen
- Twenty

Name: \_\_\_\_\_ Date: Tuesday Oct. 20, 2020 ELA Lesson 1



Learning Target: I can draw and write what I already know about school.

**Vocabulary:** bow (with an arrow), bow (hair), bow (sounds like cow - tipping of the head to acknowledge)

**Material:** Pencil, color pencils, notebook

**Direction:** Listen carefully as Kumu reads "The Magic Bow" story. Memorize the following poem called "The Learning Target". Then answer the questions from the Kindergarteners.

*Think of the thing you desire to learn.*

*Believe in yourself, and your efforts will earn*

*The ability to learn something new.*

*Now take your aim at the target true.*

Schools and Community

Lesson 1

## Questions from Kindergarteners Anchor Chart

What are some things you do at school?

How long are you in school for?

How do you make friends at school?

Why do we go to school?

What kinds of things do you learn about at school?

What will I do if something is hard for me?

Will I learn to read?

Will I be able to use the bathroom?

What is school, and why are schools important?

**Guiding Question:** "What is school, and why are schools important?"

## **What Is School? Notebook**

### **What Is School, and Why Are Schools Important?**

**Name:** \_\_\_\_\_













# Pre-assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Direction:** Listen to the word. I am going to say the word (3x). I am going to say it, use it in a sentence, and say it again. Tap out the sounds, if need to, before writing it down. Then write one sentence using at least two words in your list (as modeled).

	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.

1. \_\_\_\_\_

Name: \_\_\_\_\_ Date: Tuesday Oct. 20, 2020 Skills Lesson 26



Learning Targets: I can identify the vowel spellings in a word to help me determine syllable type and use that information to decode it.



I can read, identify the syllable type, and spell words with the spelling pattern r-controlled one-syllable word.

**Material:** Thinking cap, pencil, highlighter

**Direction:** Read the high-frequency words and Cycle 6 words to get familiar with them.

### High-frequency and Cycle 6 Word List

/ar/	/or/	/er/ (ir, ur)	Two-syllable
barn	corn	her	barber
bark	fork	bird	darker
start	form	first	partner
yard	sport	turn	

**High-frequency Words:** yellow, orange, great, colors, turns, sing, that, start

**Direction:** Play the Syllable Sleuth and put a slash / through each syllable sound. Count out how many syllables each word has. Write it on the right column.

Syllable Sleuth Word List	How many syllables are there?
<b>partner</b>	→ ____
<b>artwork</b>	→ ____
<b>barber</b>	→ ____
<b>darker</b>	→ ____
<b>starfish</b>	→ ____
<b>burglar</b>	→ ____
<b>harbor</b>	→ ____

**Direction:** Read the **"Bossy 'r' Triplets" Story**. Highlight the bossy "r" words you see in the story. Sort each word into the right sound box right below the story.

### "Bossy 'r' Triplets" Story

There once were three cats that lived in a house. Whenever they roamed the neighborhood, you could hear them. The problem was, they all sounded the same! Their names are Kirk, Arthur, and Grover. If you heard them and didn't see them, you could never tell them apart.

People thought they were the same cat until one day they got caught in a tree. Up close, they looked completely different.

Kirk was covered in dirt.

Arthur had thick, luxurious fur.

Grover had an orange and white striped pattern.

After this day, they were known as the Bossy "r" Triplets. We knew they sounded the same, but they didn't actually look the same!

### **Bossy "r" Words**

<b>/a/ words</b>	<b>/or/ words</b>
<b>/er/ sounds</b>	

<b>"ir" words</b>	<b>"ur" words</b>	<b>"er" words</b>



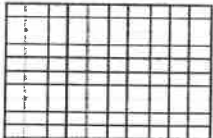


## Math Assessment

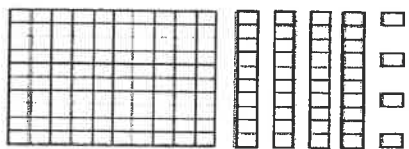
**Materials:** Labeled mats: 100, 10 and 1; Ten units, and pencil.

**Direction:** Read each question or direction carefully. Then write your answer.

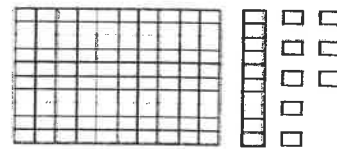
### Unit 2 Pre-Assessment page 1 of 5

**1** How many units?

		
= 100	= 10	= 1



**a** Total units \_\_\_\_\_



**b** Total units \_\_\_\_\_

**2** What number am I?

<b>a</b> I have 2 tens and 5 ones.	What number am I? _____
<b>b</b> I have 5 tens and 2 ones.	What number am I? _____
<b>c</b> I have 12 tens.	What number am I? _____
<b>d</b> I have 2 hundreds and 3 tens.	What number am I? _____
<b>e</b> I have 1 hundred and 5 ones.	What number am I? _____

**3** 534

**a** What is the digit in the **hundreds** place? \_\_\_\_\_

**b** What is the digit in the **tens** place? \_\_\_\_\_

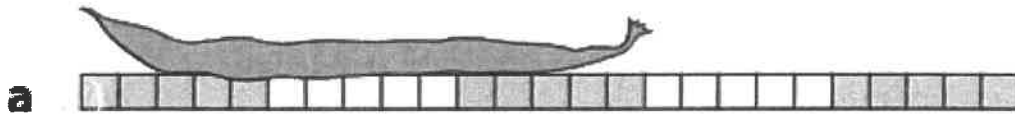
**c** What is the digit in the **ones** place? \_\_\_\_\_

**Unit 2 Pre-Assessment** page 2 of 5

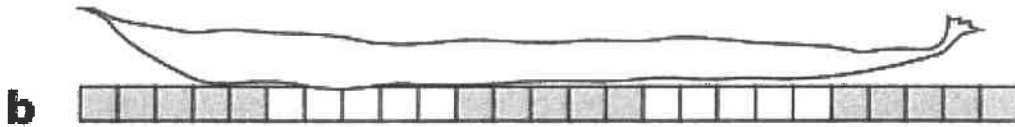
**4** Put a loop (or loops) around 24 dots, in two different ways.



**5** How long are the beans?



Gray bean: \_\_\_\_\_ squares

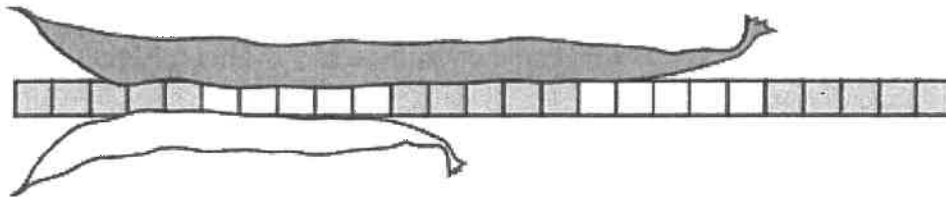


White bean: \_\_\_\_\_ squares

**6** Which bean below is longer? Circle the answer:

gray bean

white bean



How much longer? \_\_\_\_\_ squares

*(continued on next page)*

Name: \_\_\_\_\_ Date: Wednesday Oct. 21, 2020 ELA Lesson 2



Learning Targets: I can ask and answer questions about what school is and why it is important using key details from "What Does School Mean to You?"

**Vocabulary:** Key detail, dozen, suburb

**Material:** Pencil/color pencils, notebook/journal

**Direction:** Listen carefully as Kumu reads the story "What Does School Mean to YOU?" Then answer the questions on page 1 and 2 of your new "What is School, and Why Are Schools Important?" book.

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## What Is School, and Why Are Schools Important?

Page 1

I can draw and write what I know about schools.

What is one thing you already know about schools?

A large, empty rectangular box with a thin black border, intended for a student to draw or write their response to the question above.

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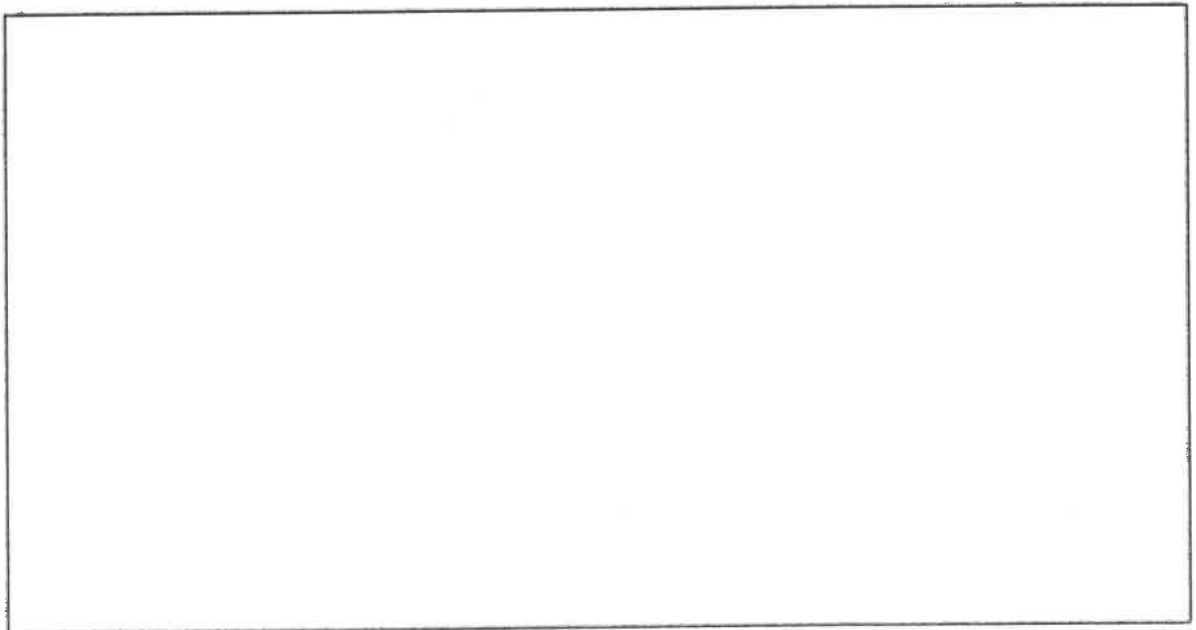
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I can ask and answer questions about schools using key details from an informational text.

What did you learn from the book about what school is and why it is important?



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Learning Targets: I can read high-frequency words that "don't play fair".

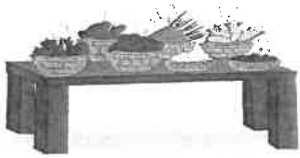


I can read the decodable text "Fall Fest at the Park".

**Material:** thinking cap, pencil, highlighter

**Direction:** Highlight the high-frequency words in the decodable. Then, sort them as SNAP or TRAP words in the column below.

High-frequency words:					
yellow	orange	colors	have	butter	great



**"Fall Fest at the Park"** (Cycle 6 Decodable Reader)

The leaves on the trees were starting to turn many colors. James and Pat coil see red leaves, yellow leaves, brown and orange leaves. It was Fall! They wanted to go to the Harvest Fest at the park. "Can we walk to the park this morning?" James asked Grandma. "Sure. Have fun and be safe," she said. James and Pat walked to the park.

The Harvest Fest was full of fun things to do and see. There were lots of people and colors and smells. Pat and James saw some friends from school there, too. Then they saw a farmer's market. The market had fresh eggs, butter, and milk. It also had yellow corn and things that grow on a farm.

The market also had many flowers. Pat smelled the yellow and white flowers. "That is a daisy," said James. "Look! A tractor!" said James. A big orange tractor from a farm was parked in the dirt. Pat and James ran to the tractor. Kids could get on it. They had to take turns.

Then they saw a big barn. Not a real barn, but a play barn. There was also a real farmer there. He had a goat, a pig, and a rabbit. The kids could pet and feed them. "I will be a framer when I grow up. Will you be a farmer with me?" said Pat to James. "I want to be a doctor. But I think you will be a great farmer," he said as they walked home."

**Direction:** From the word list above, write the words that play fair into the SNAP column. Write the words that don't play fair into the TRAP column.

### Snap or Trap T-chart

Snap	Trap

### Math Assessment

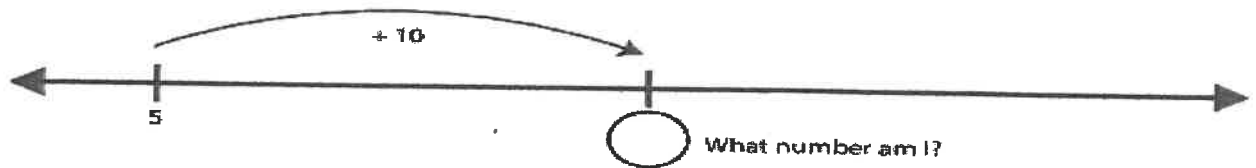
#### Unit 2 Pre-Assessment page 3 of 5

7 Circle the 26th square.

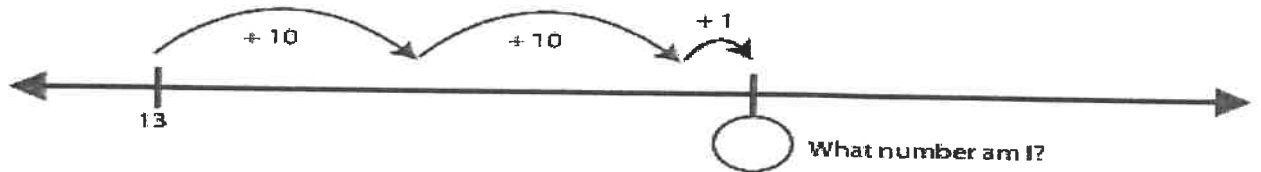


8 Write the number that belongs in the circle under each of the number lines below.

a



b



9 On the number line below, put your pencil on 15.

- Take a skip-jump of 10, and mark where you landed with the correct number.
- Take another skip-jump of 10, and mark where you landed with the correct number.



(continued on next page)

**Unit 2 Pre-Assessment** page 4 of 5

**10** Solve the addition problems on pages 4–5. For each problem:

- Show all your work. Use the open number line to help if you like.
- Use numbers and/or words to tell about your strategy.

**a**  $38 + 10 = \underline{\hspace{2cm}}$



**b**  $98 + 10 = \underline{\hspace{2cm}}$



**c**  $38 + 42 = \underline{\hspace{2cm}}$



*(continued on next page)*



**Unit 2 Pre-Assessment** page 5 of 5

**d**  $49 + 51 = \underline{\hspace{2cm}}$




**e**  $64 + 16 = \underline{\hspace{2cm}}$



**f**  $89 + 31 = \underline{\hspace{2cm}}$



Name: \_\_\_\_\_ Date: Thursday Oct. 22, 2020 ELA Lesson 3

 Learning Target: I can ask and answer questions about what school is and why it is important using key details from "What Does School Mean to You?"

**Vocabulary:** norms, high-quality work, key details

**Material:** Pencil/color pencils, and notebook

**Direction:** Listen carefully has Kumu continue reading the story "What Does School Mean to YOU?" Then answer the question on Page 3 in "**What is School, and Why Are Schools Important?**" book.

Page 3

I can ask and answer questions about schools using key details from an informational text.

What did you learn from the book about what school is and why it is important?

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Name: \_\_\_\_\_ Date: Thursday Oct. 22, 2020 Skills Lesson 28

 Learning Targets: I can read, identify the syllable type, and spell words with r-controlled vowels.

 I can write a sentence using words with the spelling patterns "or", "ar", "ir", "ere", and "ur".

**Material:** Pencil, paper, Writing Checklist

**Direction:** Use the following words to write three silly sentences. Check your writing using the Writing Checklist.

### Words Rule Word Cards

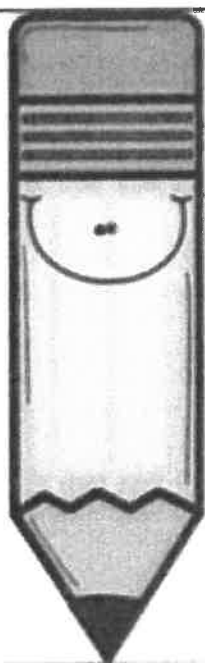
<b>forbid</b>	<b>transform</b>	<b>pattern</b>
<b>occur</b>	<b>whimper</b>	<b>antler</b>
<b>disturb</b>	<b>suburb</b>	<b>confirm</b>
<b>tractor</b>	<b>intern</b>	<b>blister</b>

1.

2.

3.

## Writing Checklist



Use a capital letter at the beginning of the sentence.

Example: My 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.