

Week 2: August 24-28 Weekly Assignments

Date	Daily agenda and to do list.
Monday August 24, 2020 9:00 to 11:30 am	Math: Play with Number Rack and Pre-Assessment worksheet ELA Skills Block: Word Sort (ai, ay) worksheet
Tuesday August 25, 2020 9:00 to 11:30 am	Math: Doubles and more worksheet ELA Skills Block: Decodables: Highlight sight words ELA Skills Block: Decodables: post a video of you reading the decodable to your classdojo portfolio
Wednesday August 26, 2020 9:00 to 11:30 am	Math: Children on the train worksheet ELA Skills Block: Silly sentences using writing checklist worksheet
Thursday August 27, 2020 9:00 to 11:30 am	Math: Muddy windows on the bus worksheet ELA Skills Block: Open and closed syllable sort worksheet
Friday August 28, 2020 11:10 to 12:10 am	Crew: My Self Concept: A self portrait
Optional	Imagine Learning (App on Kindles, not available to everyone) ST Math (no longer on kindles due to program, available on PC) ABC Mouse (App on Kindles) Get Epic Reading (App on Kindles)

NAME _____

DATE _____

Unit 1 Pre-Assessment page 4 of 4**6** Add.

$$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$$

$6 + 6 = \underline{\quad}$

$7 + 10 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

7 Solve each problem. Then use numbers, pictures, or words to show how you got the answer.

$6 + 5 = \underline{\quad}$

Here's how I got the answer:

$9 + 7 = \underline{\quad}$

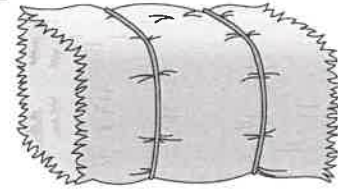
Here's how I got the answer:

Word Sort

/ai/ like rain



/ay/ like hay



bay

bait

pay

pain

day

ray

maid

laid

pray

stray

strain

tray

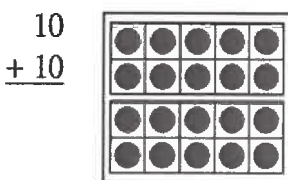
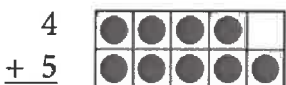
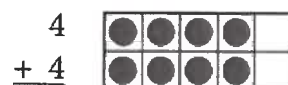
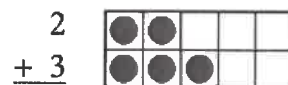
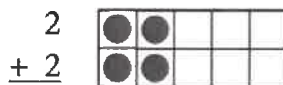
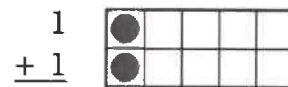
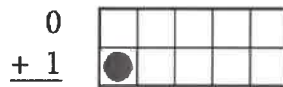
Monday

□ ELA skills Block



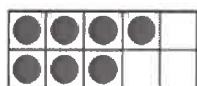
Doubles & More page 1 of 2

1 Add.



2 Find the sums. Make dots in the frames to show the answers.

$4 + 3 = \underline{7}$



$3 + 2 = \underline{\quad}$



$5 + 4 = \underline{\quad}$



$4 + 4 = \underline{\quad}$



$4 + 3 = \underline{\quad}$



$5 + 5 = \underline{\quad}$



$2 + 3 = \underline{\quad}$



$4 + 5 = \underline{\quad}$



$2 + 2 = \underline{\quad}$



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Sam Rides the Subway Train

Highlight the sight words in the story. Read the story.

Sight Words: live, walk, two, new, ready

This is Sam. Sam had always walked to get where he wanted to go. Sometimes, he would ride the bus or the subway train with Dad. But not by himself. Now there was a new subway train stop. It was very close to where Sam and Dad lived. Dad said, "Sam, do you want to ride the subway train alone?" Sam was afraid. He was afraid he would not know when to get off the train. But he wanted to try it anyway. He would be brave. Dad explained, "I will pay for a subway pass. Then you will get on the train. You will get off after two stops. I will walk to the train stop. You will wait for me. OK?" Sam was still a little afraid. But he would be brave. He said it all again to Dad. "We will get a pass. Then I will get on the train. I will get off after two stops. Then I will wait for you." Sam was ready. Sam and Dad walked to the subway train stop. Dad paid for a subway pass for Sam. "Two stops. Then get off and wait for me OK," said Sam. Dad left. Sam looked down at the subway rails and waited. He felt like he was waiting for a long time. Then, the subway train came. He got on. One stop. Then at stop two, he got off. He walked up the stairs. He waited. Dad walked up. "You did it, Sam! I will still help you for now. But in a little while, you will be able to ride with no help." Sam had a big grin on his face. How do you think Sam felt?

Tuesday

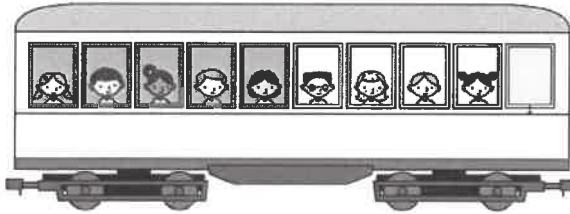
- Highlight sight words
- read and post to class.

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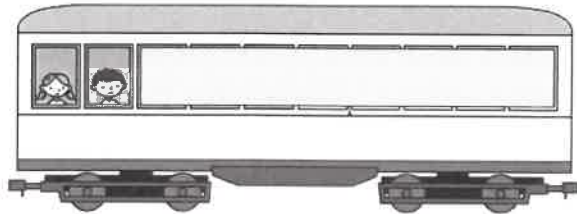
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Children on the Train page 1 of 2

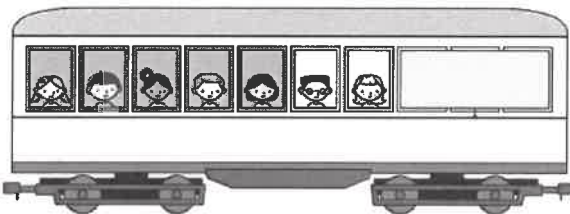
Ten children are riding on the train. Some of them have pulled down their shade so they can take a nap. Write an equation to show how many children are awake and how many are taking a nap in each picture.



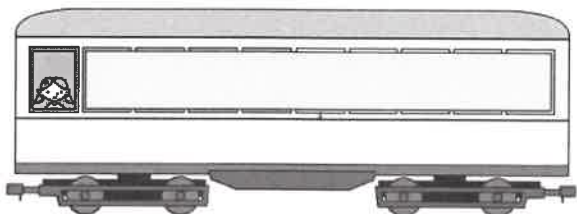
1 _____ + _____ = 10
 awake sleeping



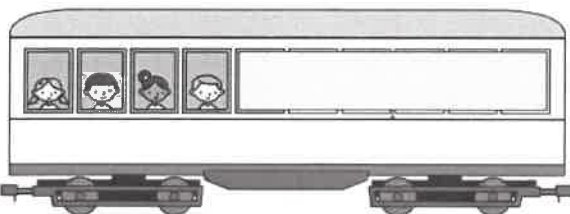
2 _____ + _____ = 10
 awake sleeping



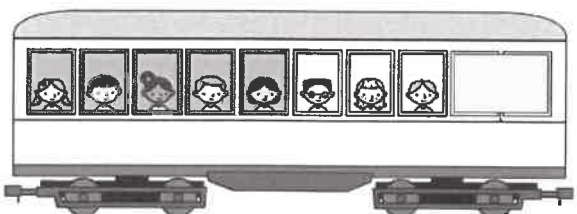
3 _____ + _____ = 10
 awake sleeping



4 _____ + _____ = 10
 awake sleeping



5 _____ + _____ = 10
 awake sleeping



6 _____ + _____ = 10
 awake sleeping

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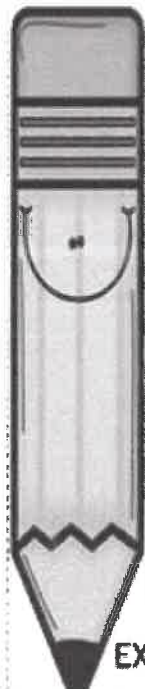
Sentences

Write three sentences using the words listed below. Use the checklist to check your writing.

maid	say	day	braid	stay
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Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed midline.

I capitalized the first letter of each sentence.
I left spaces between each word.
I used correct punctuation at the end of the sentence.
I used what I know about spelling patterns to spell each word correctly.
I spelled high frequency words correctly. I used the sight word list to help me.



Use a capital letter at the beginning of a sentence.

EX: The tree is tall.

Use finger spaces.

EX: I swim at the pool.



Use ending punctuation.

EX: Do you have a pet? ? !

Use the word wall to help you spell.

EX: I fell down.



Wednesday

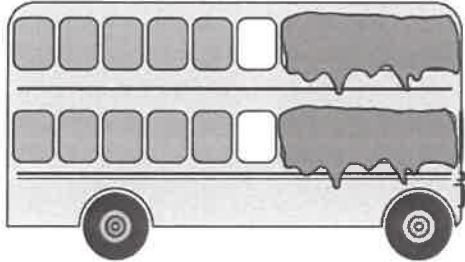
□ ELA

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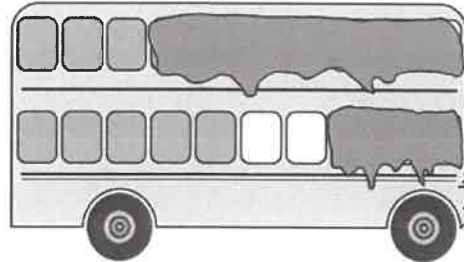
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Muddy Windows on the Bus

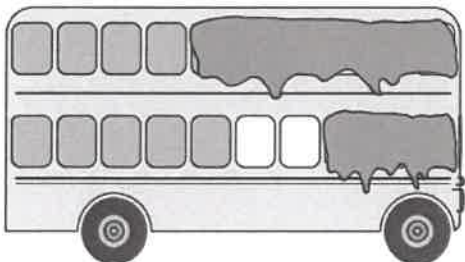
How many windows are covered by mud? Complete the equations.



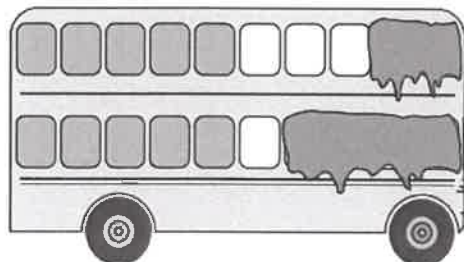
1 _____ + _____ = 20
clear windows + muddy windows = 20 windows



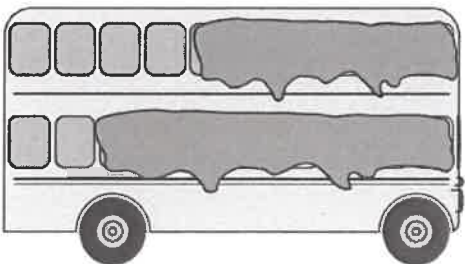
2 _____ + _____ = 20
clear windows + muddy windows = 20 windows



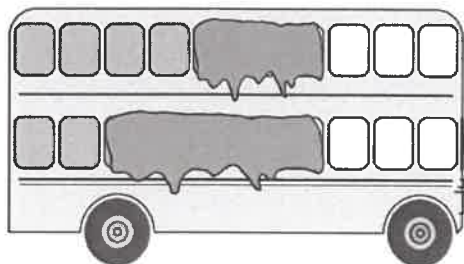
3 _____ + _____ = 20
clear windows + muddy windows = 20 windows



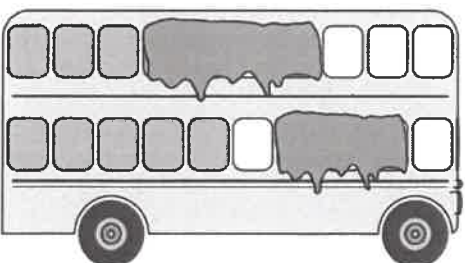
4 _____ + _____ = 20
clear windows + muddy windows = 20 windows



5 _____ + _____ = 20
clear windows + muddy windows = 20 windows



6 CHALLENGE _____ + _____ = 20
clear muddy



7 CHALLENGE _____ + _____ = 20
clear muddy

Syllable Sort

Closed	Open

me	drip	whip	sunset
go	be	no	cactus
fabric	goblin	nine	gate
fresh	glad	we	she

Thursday
□ ELA

My Self-Concept—A Portrait

DIRECTIONS: Draw a picture of yourself below to help you understand your self-concept.

My self-concept is how I see the person called me.
This is a picture of me.

