

# Week 3: August 31 - September 3

## Weekly Assignments

<b>Date</b>	<b>Daily agenda and to do list.</b>
<b>Monday</b> August 31, 2020 9:00 to 11:30 am	<input type="checkbox"/> Math: Number Combinations To Ten <input type="checkbox"/> Skills: Syllable Sleuth Word List
<b>Tuesday</b> September 1, 2020 9:00 to 11:30 am	<input type="checkbox"/> Math: Doubles And Halves <input type="checkbox"/> Skills: Syllable Sleuth Word List
<b>Wednesday</b> September 2, 2020 9:00 to 11:30 am	<input type="checkbox"/> Math: Doubles Plus Or Minus One <input type="checkbox"/> Skills: Cycle 3 Decodable Student Reader
<b>Thursday</b> September 3, 2020 9:00 to 11:30 am	<input type="checkbox"/> Math: Around The Table. <input type="checkbox"/> Skills: New Rule Word Sort
<b>Friday</b> September 4, 2020 11:10 to 12:10 am	<input type="checkbox"/> Crew <input type="checkbox"/> Progress Monitor



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

Date: Aug. 31, 2020 Math Lesson 10

Learning Target: \*I can identify how many beads out of 10 are hidden (1.OA.4)

\*I can solve addition combinations to 12 (2.OA.2)

\*I can solve subtraction combination to 11 (2.OA.2)




## Number Combinations to Ten Checkpoint page 1 of 2

1 How many beads do you see? \_\_\_\_\_




2 There are 10 beads in all. How many are hidden behind the cover?


a  There are \_\_\_\_\_ beads hidden.


b  There are \_\_\_\_\_ beads hidden.

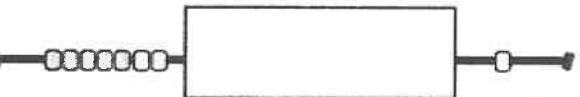
c  There are \_\_\_\_\_ beads hidden.


d  There are \_\_\_\_\_ beads hidden.

e  There are \_\_\_\_\_ beads hidden.

f  There are \_\_\_\_\_ beads hidden.

g  There are \_\_\_\_\_ beads hidden.

h  There are \_\_\_\_\_ beads hidden.

i  There are \_\_\_\_\_ beads hidden.

Name: \_\_\_\_\_ Date: Aug. 31, 2020 Math Lesson 10

Learning Target: \*I can identify how many beads out of 10 are hidden (1.OA.4)

\*I can solve addition combinations to 12 (2.OA.2)

\*I can solve subtraction combination to 11 (2.OA.2)

### Number Combinations to Ten Checkpoint page 2 of 2

**3** Find each sum.

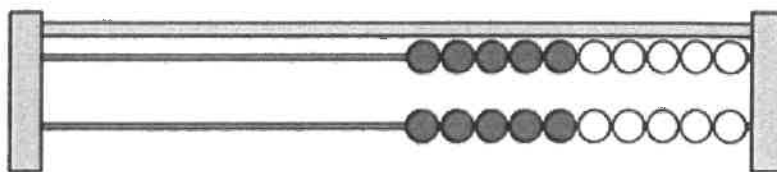
$7 + 3 = \underline{\quad}$        $8 + 3 = \underline{\quad}$        $5 + 4 = \underline{\quad}$        $6 + 5 = \underline{\quad}$

$3 + 9 = \underline{\quad}$        $2 + 8 = \underline{\quad}$        $7 + 5 = \underline{\quad}$        $9 + 2 = \underline{\quad}$

**4** Find each difference.

$10 - 7 = \underline{\quad}$        $10 - 3 = \underline{\quad}$        $10 - 6 = \underline{\quad}$        $10 - 8 = \underline{\quad}$

$10 - 2 = \underline{\quad}$        $11 - 2 = \underline{\quad}$        $10 - 5 = \underline{\quad}$        $9 - 5 = \underline{\quad}$



The starting position of the number rack

**Syllable Sleuth Word List**

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

**Put a dot under each vowel sound. Draw a slash / after each syllable or part. Write down the number of syllables next to the word.**

gateway

painter

complain

maintain

baygain

Ronday

**Syllable Word Sort**

I can segment a two-syllable word to identify each syllable type.

**Read the words below. Sort it out by open and closed syllable.**

Open	Closed

respect	silent	fabric	cactus
begin	hotel	sunset	cobweb

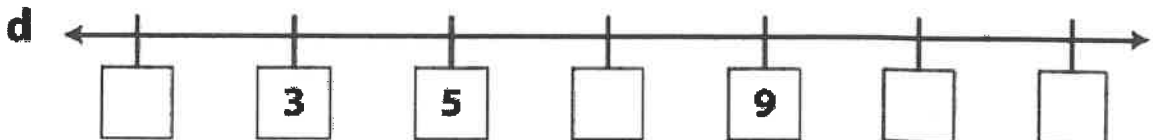
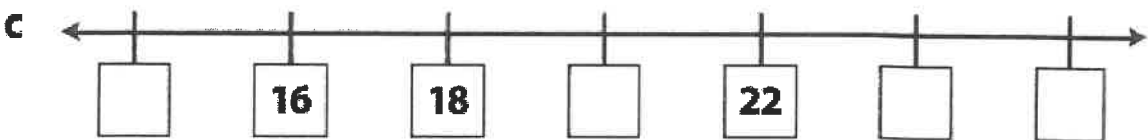
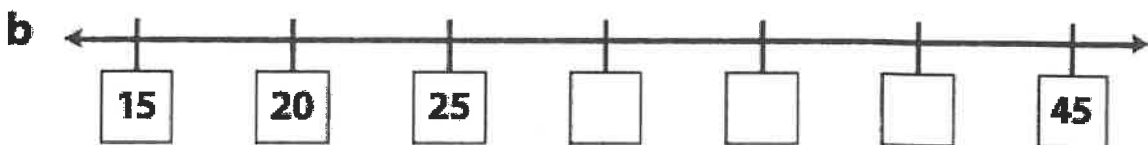
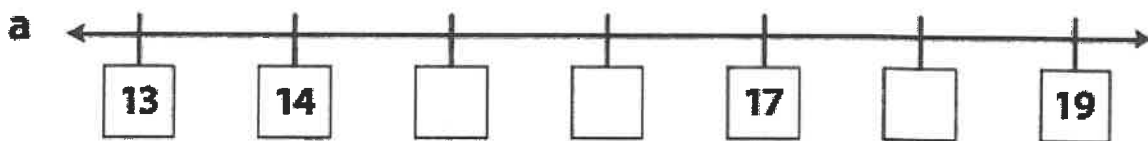
**Doubles & Halves -**   **&**  **(U1.M3.L1)**

Learning Target: \*I can skip-count by 2s. (supports 1.NBT)  
\* I can fluently add with sums to 20. (2.OA.2)

**1** Trace each number and then practice writing it twice.

10	11	12	13	14	15	16	17	18	19

**2** Fill in the missing numbers on each number line below.



**Doubles & Halves -**

(U1.M3.L1)

Learning Target: \*I can skip-count by 2s. (supports 1.NBT)

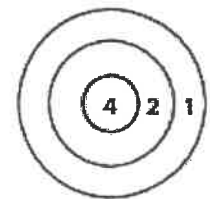
\* I can fluently add with sums to 20. (2.OA.2)

- 3** James had 13 baseball cards. He gave 6 to his brother. How many baseball cards does James have now? Show your work.

James has \_\_\_\_\_ baseball cards now.



- 4** **CHALLENGE** Mai threw 3 darts at the board. All 3 of them stuck in the board. What are all the different scores she could get? Show your work.





**Syllable Sleuth Word List**

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

**Put a dot under each vowel sound. Draw a slash / after each syllable or part. Write down the number of syllables next to the word.**

**season**

**between**

**concrete**

**empty**

**lady**

**hungry**

**deabud**

**Praffy**



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

Date: Sep. 2, 2020 Math Lesson 12

**Doubles Plus or Minus One -**



minus



(U1.M3.L2)

Learning Target: I can fluently add and subtract within 20. (2.OA.2).

Vocabulary: even number, odd number

**Direction:** Read the direction before starting.

Unit 1 Module 3 | Session 2 | copy for display



### Even & Odd Chart

Start Number	Can we split it into two equal groups?		This is an EVEN number	This is an ODD number
	YES	NO		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				



## Cycle 3 Decodable Student Reader - Do Fish Eat Cheese?



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

**Read the story. Highlight with sight words.**

### **Sight Words:** our, down, been, before

James is happy to tell Sam some news. "We can catch fish in the creek now!" says James. "Really?" says Sam. "Yes. before, we could only feed the fish in our park. Now we can use a fishing pole to catch fish. But we have to put them back in the creek. James and Sam walk to the park. There is a big pond and some creeks and streams. "I have never been to that stream," says James. James and Sam go to the stream. "What do fish eat?" asks Sam. "I think they will eat cheese. I will put it on our line," says James. Do you think they will eat cheese? What do you think fish eat? Sam and James stand under a tree next to the stream. The green leaves give them shade from the heat. Sam has never been fishing before. James teaches him. James casts his fishing line. He does not catch a fish. Sam does not catch a fish. "Maybe they are asleep?" asks Sam. "Or maybe they are down really deep? So they can not see our cheese?" "It is not easy to catch fish!" says Sam. "Yes, but it is still really fun to try!" says James. "We will try again this weekend," says James as they leave for home.



Learning Target: I can fluently add and subtract within 20 using mental strategies (2.OA.2).

Vocabulary: arrangement, equation

Direction: Using the dinner party table arrangement, solve the following. (U1.M3.L3)

 **The Dinner Party**



 **Around the Table** page 1 of 2

- 1** Find three different ways to seat 8 people at the dinner table. Fill in the blanks to show two equations for each way.

**a** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

**b** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

**c** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

- 2** Find three different ways to seat 15 people at the dinner table. Fill in the blanks to show two equations for each way.

**a** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

**b** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

**c** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

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

Date: Sep. 3, 2020 Math Lesson 13

Learning Target: I can fluently add and subtract within 20 using mental strategies (2.OA.2).

Vocabulary: arrangement, equation

Direction: Using the dinner party table arrangement, solve the following. (U1.M3.L3)

**3** Find three different ways to seat 12 people at the dinner table. Fill in the blanks to show two equations for each way.

**a** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

**b** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

**c** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

**4** Find three different ways to seat 13 people at the dinner table. Fill in the blanks to show two equations for each way.

**a** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

**b** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates

**c** \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
white plates    black plates    total plates

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
round plates    square plates    total plates



**New Rule Word Sort**

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



I can read, identify the syllable type, and spell words with the spelling patterns "ee," "ea," and "-y."

**Highlight the sound with the new rule in each word. Read the word. Sort the word into the correct column.**

ee	ea	y

weed	beast	cheat	baby
candy	upbeat	fifteen	indeed

